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ABSTRACT

Covering the time period from July 1, 1974 to June 30, 1975, the second interim report describes the objectives, activities, results, and accomplishments to date of a career education project serving nearly 10,000 K-12 students in five school districts in Southeastern Idaho. Continued implementation during the second operational year included the following major accomplishments: a two-week teacher inservice workshop, development and dissemination of curriculum units, a followup study of high school graduates, introduction of a new skill training program, and a survey of utilization of one of the mobile resource units. The third party evaluation (88 pages) was done by the College of Education of Idaho State University. Evaluation instruments included student testing, questionnaires, and review of records and materials. Findings are reported for each of the seven project objectives and measure the extent to which the objectives have been attained. Evaluation of processes focuses primarily on the teacher inservice workshop. Recommendations emphasize the need for improving the functioning of participating school personnel. Appendixes include a 10-page chart summarizing the evaluation strategy, survey instruments, results of the Self-Observation Scales Test, amended project objectives, and list of project-developed materials. (RG)

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INTERIM REPORT

Project No. V 361100
Grant No. OEG-0-73-5300

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Bingham County Developmental Career Education Emphasizing Career Awareness, Orientation, Exploration, and Preparation for the World of Work.

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-537

The project reported herin was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

July 31, 1975

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CE007443

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SECOND INTERIM REPORT
of the
BINGHAM COUNTY
DEVELOPMENTAL CAREER EDUCATION PROJECT

SUMMARY

This report of Bingham County Developmental Career Education Emphasizing Career Awareness, Orientation, Exploration, and Preparation for the World of Work covers the period including July 1, 1974 to June 30, 1975.

Bingham County, located in Southeastern Idaho, has five school districts within its confines, serving nearly 10,00 students in grades K-12. Blackfoot, the county seat, is the largest city with the remainder of the area largely rural and comprising seventeen smaller communities. The economy centers around agriculture and related industries.

The five high schools in the county are academically oriented with the emphasis placed upon a college preparatory curriculum, although less than 20% of high school graduates complete a degree-granting program. Most of the remaining graduates must seek employment in the basic industries, often without the skills to qualify them for any other than unskilled or semi-skilled jobs.

A gap exists between the responsibility of educational institutuions to prepare students to live, learn, and make a living and the reality as demonstrated in the data above. The problem, then, is one of redirecting the goals and objectives of education to better meet the needs of all the students. In order to accomplish this, the following Project objectives were identified in the initial Proposal:

A. Elementary students in grades K-3 will become more knowledgeable regarding broad ranges of occupations classified into cluster groups of "goods" and "services". Students will develop a positive self-concept regarding the lifestyles of careers.

B. Elementary students in grades 4-6 will become more knowledgeable concerning at least five careers in the following cluster areas: Industry, Commerce, Social Studies, Service and ARt. Students will be able to list at least two relationshps between interests and aptitudes in career choices and will also be able to list at least three values regarding the world of work.

C. Students in grades 7-8 will participate in six units selected from the cluster groups of the U.S.D.E.. Students will select one cluster for the in-depth career study. Students will have at least three laboratory or hands-on career experiences.

D. Students in grades 9-10 will declare their career intention or participate in one of the following options:

1. Further exploration in the career cluster not covered in grades 7-8..
2. In-depth exploration relevant to their selected careers.
3. Preparation for a vocational program.

E. There will be at least 10% more students in grades 11-12 participating in vocational education programs designed for career preparation.

F. There will be an increase of at least 15% of all handicapped students who will be placed in an employment position by the time they are twenty-one years of age.

G. 100% of all exiting students will be placed in one of the following:

1. Job
2. Post-secondary vocational/technical training program
3. Baccalaureate degree-granting program.

The above represent the primary objectives of the Bingham County Developmental Career Education Project. Many secondary goals and objectives are included within the scope of procedures and activities required to meet these seven major objectives. In seeking to meet these initial objectives, the five school districts agreed that a multi-district combination of resources would be the most economical and efficient approach toward a solution of the problem.

Within this concept, a governing board composed of the Superintendent and one Trustee from each district, administers the Project with each Superintendent giving direction toward Project implementation within his district, under the policy of the Bingham County Board of Cooperative Services. In addition, a representative Advisory Committee has been formed to assist the Board in maintaining contact with the communities which comprise the five districts.

The Board employs five staff members under the Project, including the Director, Guidance Coordinator, Office Simulation Teacher, PACE Center Aide, and a secretary. This staff is responsible for the development and implementation of the Career Education Project throughout the five districts. The Proposal directed that 20% of the student population in the County should be reached during the first year with an additional 20% during each subsequent year. The delivery system for the second year involved nearly one hundred seventy-five teachers, counselors, and administrators continuing the implementation of five major program components representing a scope and sequence of action. These components are:

A. Utilization of curriculum units and learning activities integrated at all grade levels, K-12, within traditional subject matter and designed to show students the career implications of that subject matter as validated in the world of work.

B. Establishment of a developmental career guidance program at all grade levels designed to assist students in establishing a positive

self-concept; evaluating interests, aptitudes, abilities and goals related to career decision-making; and assuring proppr placement for all exiting students.

C. Utilization of two mobile "resource" laboratories to provide students at the high school level with intensive short-term career-related experiences:

1. A model office-simulation experience organized to allow Office Occupations Education students the opportunity to explore a wide variety of potential occupations as well as prepare for actual employment by becoming familiar with many of the most modern machines and procedures now in use in the business-labor-industry community in which they may eventually seek work.

2. A Career Information Center containing the most recent career information available in a variety of media formats and equipped for student use individually or in small groups. It is intended to provide a comprehensive information system to each high school which would otherwise be impossible to maintain because of cost.

During the second operational year one hundred teachers, counselors and administrators from the five school districts completed a two-week workshop in which the philosophy and goals of Career Education were explained and activities emphasizing Career Awareness, Orientation, and Exploration concepts were developed. These activities were taught during the year by the teachers who developed them and by "volunteers" who wished to become involved in the Project. The units were printed for dissemination throughout Idaho and to other interested agencies.

The Guidance component of the Project continued to be concentrated during the second year primarily at the high school level and was concerned with meeting the Proposal objectives relating to counseling and placement. This phase was integral, for the most part, with the operation of the mobile career information center designated PACE, Programmed Activities for Career Exploration. Career Guidance in grades K-9 consisted almost entirely of teacher-directed self-awareness and information-seeking activities which were integrated with the curriculum units.

The mobile resource laboratory units, PACE Center and the office simulation model, BOP Inc. continued operation during the second year. A full time aide was assigned to the PACE Center as recommended. During the six months in which these units were operated, more than 1300 students completed a minimum three-hour program in the PACE Center, and more than 160 students completed a minimum of twenty hours in the B.O.P., Inc. simulation.

The Project continued to serve as a focus for planning and coordinating activities geared to the expansion of vocational skill training programs within the five districts. An extension Feasibility Study to determine the practicality of building, renting or leasing a centrally located skill-training facility which would accomodate students from the five districts, resulted in the initiation of planning activities to accomplish this long range goal. One new skill-training program was jointly implemented by the Blackfoot and Snake River School districts during the year; this program is in General Industrial Mechanics and serves about thirdy-six students in grades 11-12. The effort was continued to bring about closer cooperation between the Coordinators of skill-training programs integrating Cooperative Work Experiences in utilizing the Blackfoot commercial community, as was the effort to bring about closer working relationships between high school and post-secondary vocational/technical skill-training programs.

Cooperative efforts involving Career Education programs and special services provided by the Bingham County Program for Exceptional Children consisted of planning for use of resources to prevent overlap and duplication and the sharing of materials, equipment and facilities.

Evaluation of the Project during the second operational year was again conducted by the third party evaluator, the College of Education at Idaho State University. Because of a delay in contracting for the evaluation, this team did not participate in the development of measuring instruments or the administration of pre-tests for the curriculum units. Throughout the second operational year and particularly after the evaluation contract was completed, the Project benefitted from the "external" observers who were able to bring focus upon those areas of difficulties in the program implementation which might have a tendency to create further problems. The visitation of the review team from the U.S. Office of Education, Region X, was of particular benefit in that it enabled the Project staff to identify problem areas and initiate appropriate changes.

The Review and evaluation has included recommendations which identify several of the major problem areas with which the Project must be concerned, as follows:

A. Continue to expand and develop in-service for all levels and all involved personnel throughout the year for purpose of expanding and maintaining the career education concept.

B. Develop and expand communication between classes, building, schools, and administration.

C. Intensify community involvement to enhance understanding and support.

D. Career project staff involvement and assistance in program implimentation and leadership is highly recommended.

E. Continue to expand and utilize the BOP and PACE services and investigate and use additional alternatives of each.

F. Emphasis on coordination at the secondary, both Junior High and High School and the Elementary level is strongly recommended.

G. Continue to expand and develop the work experience program.

H. Explore and expand the potential of the Vocational Center.

I. Investigate and determine methods of supplying materials, dissemination of information, and provisions for feedback for all program operations.

J. Develop a plan of action or management plan to define goals, roles and expectations and determine methods of implimentation.

K. It is recommended that the placement program be expanded and developed in all areas as indicated in the project objective.

The above recommendations have not identified all the problems nor do they encompass many of the specific operational objectives for which some work remains incomplete after this first year. However, it is recognized that the implementation of any new concept or methodology within an area of such diverse educational philosophies and temperaments as exits in the five school districts in Bingham County cannot and will not occur without those problems which typically characterize any major change in any large organizational structure. The failure to identify the role of the building principal in the progress of the programs and the failure to provide adequate follow-up services to build upon the motivation created during the Summer workshop sessions are the two problem areas upon which the Project will place major emphasis toward more adequate action during the second year.

SECOND INTERIM REPORT
of the
BINGHAM COUNTY
DEVELOPMENTAL CAREER EDUCATION PROJECT

I. Problem

Bingham County, located in Southeastern Idaho, has five school districts within its confines with a population of nearly 30,000 and a K-12 student population nearing 10,000. Blackfoot, the county seat, has a population of approximately 10,000; the remaining 20,000 live in the rural areas comprising 17 smaller communities. There are 26 public schools within the county and one parochial elementary school.

Bingham County economy centers around agriculture and the processing of agricultural products. The average income is $2,483, compared to $2,401 for the State of Idaho. However, the Department of Employment lists 2,182 families in the county as disadvantaged. The small minority population is predominately Indian and also includes some 271 Mexican-Americans.

As stated in the Project Proposal, "high schools in Bingham County, as well as Southeastern Idaho.... are too academically oriented", the emphasis being placed upon a college preparatory curriculum. Approximately 70% of Idaho's high school graduates enter college, but less than 75% complete a degree-granting program. Most of those who do not start college and many who start but never graduate from college, then seek employment in the basic industries. For Bingham County the above statistics apply rather adequately to the five high schools. As discussed in the Proposal these non-college students "seek employment in such areas as agriculture and its related occupations, construction, manufacturing, potato processing industries, and in positions at the National Reactor Testing Station." Often they do not posses the saleable skills to qualify them for any other than unskilled or semi-skilled jobs.

In as much as the schools have been charged by the State Board of Education and the State Board for Vocational Education with the responsibility of preparing students to live, learn, and make a living, it is apparent that a broad gap exists between this objective and reality as demonstrated in the above data. This is not, of course, a problem particular to Bingham County or to Idaho. It is rather a symptom of a crisis which exists in education throughout the nation.

The problem is one of redirecting the goals and objectives of the educational processes to better meet the needs of all of the students. As stated in the Proposal, "very little is being offered in Idaho school to make students aware of careers available in today's world of work." Students are not aware of the type of training necessary for various occupations, nor do they have sufficient information about themselves with which

to make reasoned decisions regarding career selection. The problem with which Bingham County schools are dealing is most effectively summarized in this statement by Robert Worthington of the Bureau of Adult, Vocational, and Technical Education, U. S. Office of Education.

1. There is growing discontent with the failure of school experiences to be relevant and useful to the lives which students must live when they graduate.

2. There is increasing segregation between students and the world of work because they feel unneeded by our technological society.

3. Approximately one-third of all students go through high schools via a "general education curriculum" which leaves its graduates with neither trained or marketable skill nor qualified to pursue higher education.

4. There is an undesirable and counter-productive separation of vocational education, general education, and academic curricula in our high schools. As a result, those in the vocational curriculum are often seen as low-status technicians, while those in the academic curriculum emerge having little contact with, or preparation for, the world of work.

5. The widespread emphasis on a college degree relegates vocational education to second class status even though most students who begin college do not complete it and the number who do complete college are increasing out of proportion to the occupational opportunities in our society.

6. Our present system is an inflexible one which often fails to provide individuals with the option of changing direction during school or obtaining new training and shifting occupations later in life.

7. Most students have little or no formal contact with, or preparation for, the world of work during their elementary or secondary schooling.

8. In 1970-71 more than 2.5 million young people left our schools and colleges without having received adequate career preparation at a total cost to the taxpayer of some 28 million dollars.

9. The personal losses suffered by the millions of dropouts, stopouts, and pushouts, on which we spent billions of dollars in past years, are immeasurable.

10. By 1980, 15 million more people, mostly young, will have to be accomodated in the work force than in 1970, and these people must have adequate preparation for these jobs.

In addition, the relatively small size of each of the five school districts in Bingham County prevent the implementation of wide-ranged

vocational training programs due to cost factors involved for facilities and equipment compared to student enrollment.

These, then, are the problems faced by Bingham County schools and for which solutions must be sought. Because of the expanded local resources available through cooperation, the five school districts have previously jointly organized programs in Adult Basic Education, Special Education, Migrant Education and Vocational Rehabilitation. Through this multi-district approach it is also hoped will come many of the solutions to the problems summarized above and detailed within the Project Proposal.

II. Objectives

In order to redirect the movement of the educational processes in Bingham County schools toward the solutions of the problems defined above with the goals of more adequately meeting the needs of all of the students and more adequately bridging the gap between education and the world of work, the following Project objectives have been identified:

A. Elementary students in grades K-3 will become more knowledgeable regarding broad ranges of occupations classified into cluster groups of "Goods" and "Services". Students will develop a positive self-concept regarding the life-styles of careers.

B. Elementary students in grades 4-6 will become more knowledgeable concerning at least five careers in the following cluster areas: Industry, Commerce, Social Studies, Service and Art. Students will be able to list at least two relationships between interests and aptitudes in career choises and will also be able to list at least three values regarding the world of work.

C. Students in grades 7-8 will participate in six units selected from the cluster groups of the U.S.O.E. Students will select one cluster for indepth career study. Students will have at least three laboratory or hands-on career experiences.

D. Students in grades 9-10 will declare their career intention or participate in one of the following options:

1. Further exploration in the career cluster not covered in grades 7-8.

2. In-depth exploration relevant to their selected careers.

3. Preparation for a vocational program.

E. There will be at least 10% more students in grades 11-12 participating in vocational education programs designed for career preparation.

F. There will be an increase of at least 15% of all handicapped students who will be placed in an employment position by the time they are twenty-one years of age.

G. 100% of all exiting students will be placed in one of the following:

1. Job

2. Post-secondary vocational/technical training program

3. Baccalaureate degree-granting program

The above represent the primary objectives of the Bingham County Developmental Career Education Project. Many secondary goals and objectives are included within the scope of procedures and activities required to meet these seven major objectives. The secondary objectives, for the most part, make up the detail of the project design as outlined in the Proposal.

III. Project Description

In seeking to meet the objectives outlined above, the five school districts in Bingham County agreed that a mult-district combination of resources would be the most economical and efficient approach toward problem solving. A governing body consisting of the Superintendent and one designated Trustee from the Aberdeen, Blackfoot, Firth, Shelley and Snake River School Districts took responsibility for administration of the Project. The Project Director and other Project personnel are responsible to this body, now designated the Bingham County Board of Cooperative Services. Each Superintendent gives direction to the Project implementation within his district under the general policy established by the Board. Snake River School District was appointed as fiscal agent for the Board, and as such, maintains all records and reports required for fiscal operation of the Project as required by State Department and U.S. Office of Education policies.

In addition, as described in the following chart, a representative Advisory Committee has been formed to assist the Board in maintaining contact with the communities which comprise the five districts. The Bingham County Advisory Committee for Career Education consists of two members from each of the five districts and meets with the Project Director and Board on a scheduled basis to provide input from a variety of community and sources regarding the patrons' perceptions and desires as these effect the Career Education program activities and implementation.

The staff employed under the Project are:

1. Project Director, responsible to the Board of Cooperative Services, having experience in Vocational Education and industry with additional experience in guidance and as an edcational leader.

2. Career Guidance Coordinator, responsible to the Director, having experience in guidance at both elementary and secondary levels, and an understanding of the world of work and the processes of career development.

3. Model Office Teacher, responsible to the Director, having experience in office occupations, supervision, and management and teaching experience in Office Occupations Education.

4. PACE Center Aide, responsible to the Director, having work experience outside education as a teacher aide or one year of training beyond the secondary level.

5. Project secretary, responsible to the Director and possessing experience necessary to the nature of the job's responsibilities.

The above description of the Project administration and staffing responsibilities is indicative of the multi-district operationsl procedure enabling a most efficient and effective approach toward meeting the objectives previously noted.

The following chart describes the student population within each District. The Proposal directed that 20% of this population be reached during the first year with an additional 20% during each subsequent year of the Project's operation.

Figure I

Administrative Organization

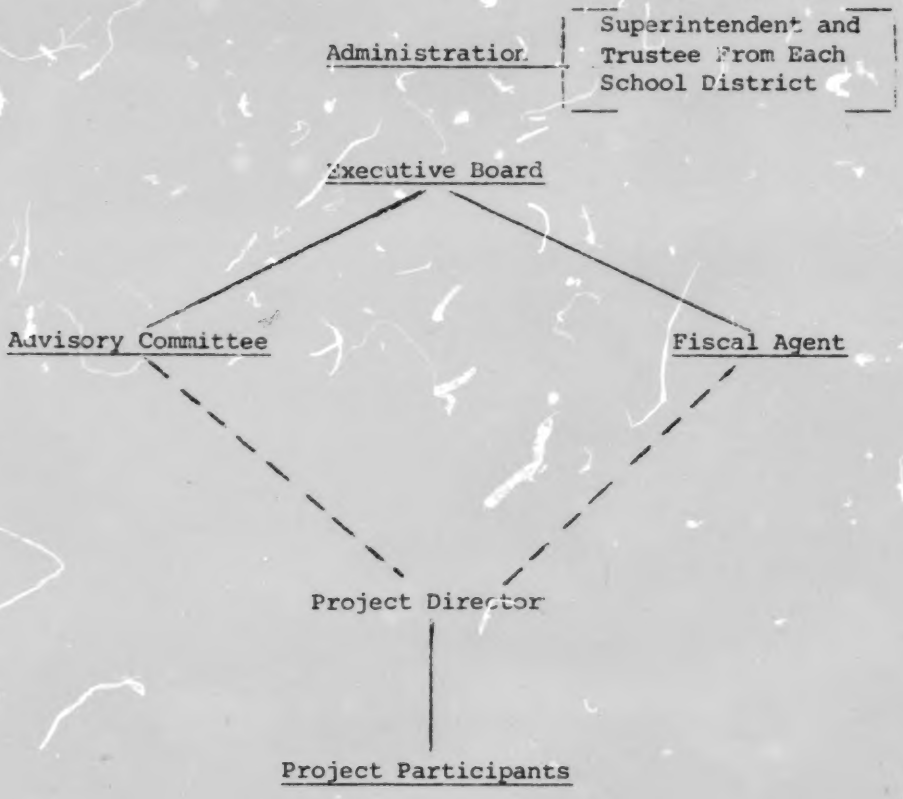

Figure II

School District Enrollment

SCHOOL OR DISTRICT	Grades 1-6	Grades 7-8	Grades 9-12	Total
Aberdeen School District #58	577	116	338	1031
Blackfoot School District #55	2130	566	1225	3921
Firth School District #59	397	150	304	851
Shelley School District #60	835	254	589	1678
Total Public Schools	4725	1378	3036	9139
St. Margaret's School	80	40		120
TOTAL	4805	1418	3036	9259

In order to meet the needs of this student population as related to the Project objectives the Career Education program necessarily contains many integral components representing a scop[illegible] action. Briefly these are as follows:

1. Utilization of curriculum units and learning activities integrated at all grade levels, K-12, within traditional subject matter and designed to show students the career implications of that subject matter as validated in the world of work.

2. Establishment of a developmental career guidance program at all grade levels designed to assist students in establishing a positive self-concept; evaluating interests, aptitudes, abilities and goals related to career decision-making; and assuming proper placement for all exiting students.

3. Utilization of two mobile "resource" laboratories to provide students with intensive short-term career-related experiences. As provided in the Proposal these units provide two experiences designed mostly for use at the high school level:

   a. A model office-simulation experience organized to allow Office Occupations Education students the opportunity to explore a wide variety of potential occupations as well as prepare for actual employment by becoming familiar with many of the most modern machines and procedures now in use in the business-labor-industry community in which they may eventually seek work.
   b. A Career Information Center containing the most recent career information available in a variety of media formats including sound filmstrip, tape recording, microfilm, pamphlets and document files. It is equipped for use by students individually or in small groups and is intended to provide a comprehensive information system to each high school which would otherwise be impossible to maintain because of cost.

4. Expansion of vocational training courses to more realistically reflect the needs of our society and economy and to provide saleable skills for exiting students. Within the five districts there are vocational training programs in Industrial Mechanics, Office Occupations, Home Economics, Agriculture, and Multi-Occupations Education.

5. Cooperative efforts involving Career Education programs and special services under the direction of the Bingham County Program for Exceptional Children to assure proper assessment techniques, and to provide pre-vocational and vocational skill training for learning-disabled and handicapped students.

A. Procedures and Methods

In order to continue implementation of the program described above, various procedures were continued during the second operational year. Each participating school district designated instructiona staff participants based upon the inter-district pupil ratio. One hundred and seventy-five teachers, counselors and administrators, with the Project Staff, comprised the delivery system personnel through which the Career Education project continued development in the five districts. The procedures for development are best described as each related to the five major components of the Career Education program.

1. Utilization of curriculum units and learning activities integrated at all grade levels, K-12, within traditional subject matter. As with the first year, this component was initiated by a workshop for one hundred teachers, counselors and administrators. During this workshop, partcipants were acquainted with the philosophy, goals, and objectives of Career Education as it is approached on a nationa, state and local level. The teachers then developed units and activities for integrat-

(over)

ing Career Awareness, Career Orientation and Exploration and Career Preparation concepts into the individual subject matter or grade levels of their assignments. As during the first year these instructional units were implemented by the teachers who wrote them and by other volunteerswwho found the units compatable with their area of responsibility. In order to meet the recommendations of the U. S. Office staff and the third-party evaluators concerning curriculum coordination and administrative involvement, the Project staff implemented a plan during the workshop to stimulate local leadership, inservice training programs and the coordination of participant efforts to implement Project goals. This plan provided for the building principal to designate one staff member as a "Building Coordinator" to work with the principal and Project staff to provide for the organization of a coordinated sequencing career education with other instructional levels in the school district. The role of the career building coordinator working under the building principal during this second year was:

a. to coordinate the career instructional program in the school,
b. to meet four times during the school year with the members of project staff and principals.
c. to organize and conduct seven inservice lessons for school staff in the school during the school year.
d. to complete and mail a monthly activity report to the project office.

Coordinating the career program in the school consists of:

a. assisting the principal and teachers in planning for integrating career units with curriculum.
b. assisting teachers in integrating career activities into their on-going curriculum.
c. coordinating career audio visual and other career materials to provide maximum usage with minimum conflict,
d. Serving as a facilitator and motivator for increasing career education in the school.

In addition, the Project sought a new involvement from each building principal, expanding his role in the development of career education within his building. The role of the principal was:

a. to provide leadership in achieving a coordinated, correlated career instruction program,
b. provide a career inservice program for school staff during the year,
c. serve as a facilitator for career education,
d. meet four times during the year with project staff and building principals to review progress and plan for activities and action.

A list of the units developed and implemented during the second year is attached. (See Appendix A). An analysis of the progress of this component is contained in the report of the third party evaluator.

2. Establishment of a developmental career guidance program at all grade levels. As with the first year, this component was developed through the use of a workshop. All junior and senior high counselors from the five participating school districts were involved in the workshop designed to acquaint them with the philosophy, goals, and objectives of Career Education on nationa, state, and local levels; and to "retain" counselors to better meet the needs of all students and assist students in attaining: (a) a knowledge of the nature of career development, (b) a knowledge about the structure and trends of the force--i.e., obsolescent jobs, demand fields, new occupations, and the effects of automation and cybernation, (c) skills in the process of decision-making, (d) skills in synthesizing self-appraisal data and career information into a meaningful concept of self development.

   A strong counseling emphasis was also placed at the high school level, requiring counselors to meet with students in both individual and group settings. A key segment in the Guidance Program is placement, requiring that all exiting students be placed in: (a) job, (b) post-secondary vocational/technical skill training, or (c) a program leading to baccalaureate degree. The counseling and placement emphasis defined in the Proposal required a reassessment of the role of the counselor in the school and a commitment to action.

   Toward this objective a Placement Committee was established for each high school which included Project staff, school administrators and counselors, and representatives from the Department of Employment.

   The guidance program at the Elementary level, K-6, continued to be basically incorporated within the instructional units and is teacher-centered. Activities here involve both career-related and self-awareness goals. An analysis of the progress of the guidance component is given in the report of the third-party evaluator.

3. Utilization of mobile "resource" laboratories to provide students short-term career-related experiences.

   This component consists of two programs or activities centers, the Bingham County Office Program (BOP, Inc) housed in one of the two 12' x 45' mobile units, and the PACE Center (Programmed Activities for Career Exploration) housed in the second unit.

PACE Center

A target group, the 700 tenth-grade students in the countyr, was identified as the population for which the program would be most beneficial. The unit was assigned to each district on the basis of this group's population. Additional time was also scheduled for each school, again based on studentbody size, in order to allow as many students as possible access to the facility. During the 1974-75 school year the Center made two visits to each high school in the county. More than 1300 students participated in career exploration activities within the center. In addition more than 200 junior high students utilized the resources of the Center during the year.

B.O.P., Inc.

During the second year more than 160 students participated in the BOP, Inc. program. This group consisted mainly of senior students enrolled in the Office Occupations Education programs at the five participating high schools. This unit was assigned to participating schools based on the number of students to be involved in the program, as only 13 work stations are provided in the simulation. Students generally recieved a minimum of three-weeks experience in the lab. In addition to the regular similar program, an exploratory simulation program was designed to allow junior high and pre-vocational program students to experience some of the work opportunities in a modern office. An analysis of the impact and progress of implementation for each of these units is given in the report of the third party evaluator.

4 Expansion of vocational training courses to more realistically reflect the needs of our society and economy. During the second operational year this component again consisted of several segments. As a result of planning activities initiated during the first year of the Project, an additional multi-district skill training program began operation during the 1974-75 school year. This General Industrial Mechanics program is primarily the result of a joint effort by two districts to develop a program which would meet the needs of both students and employers in the local area.

Coordination activities continued to emphasize the involvement of local program directors in planning and cooperation for development of communication which would eliminate overlap and duplication of efforts within the business community and make the best efforts at the utilization of all possible resources.

Secondly, since in many ways basic post-secondary skill training provided by the two area vocational technical schools serving the County duplicate advanced secondary programs, the effort continued to establish a plan in which exiting students could enter post-secondary related skill training programs and be given recognition by the training institution for competencies gained prior to entry. The goal of this planning and coordination activity included an effort to establish a more flexible secondary curriculum which would better meet the needs of all students by providing students the following options:

a. Participation in a Vocational Education Program to gain an employable skill.
b. Prepare to attend a post-secondary vocational/technical school.
c. Prepare to attend a college or university leading to a Baccalaureate degree.
d. Attend high school part-time and participate in a Cooperative Program on a part-day basis.
e. Graduate at the end of seven semesters and be placed.

An analysis of the progress in implementation of this component is given in the report of the third party evaluator.

5. Cooperative efforts involving Career Education programs and special services under the direction of the Bingham County Program for Exceptional Children.

This component consists for the most part of coordinating the efforts and resources of these two multi-districts programs to better meet the needs of the handicapped students. In general, during the second operational year this effort involved planning for use of the resources to prevent overlap and duplication. During the year Career Education provided materials, equipment and facilities for use particularly by students in the Special Education classes. Services provided to students through the PACE Center were made available to the handicapped on a small group basis. An analysis of the progress in implementation to this component is given in the report of the third-party evaluator.

B. Materials

The Project has relied upon the utilization of materials (multi-media, audio-visual, etc) developed outside of the Project. Instructional units for use by the classroom teachers involved in Career Awareness, Orientation and Exploration phases of Curriculum have been internally developed by teachers working individually

of in small groups using available models from Career Education programs throughout the nation, including the comprehensive Career Education Model.

Commercially available materials were purchased for use by teachers as supplements to the curriculum units which were developed. The mobile career information center (PACE) made use of the most recently developed audio-visual and media materials. The guidance component utilzed mostly resource materials from outside the Project as guides and also relied heavily upon commercial media and programs.

IV. Results and Accomplishments

The second operational year of the Bingham County Developmental Career Education Project resulted in the following major accomplishments:

A. Teachers involved in the development of curriculum units or activities utilized these units within their classrooms and a report of this process as it relates to the meeting of the specific objectives outlined in the Proposal is given in the report of the third-party evaluator. Some instructional aides, in the form of media resources games, simulation activities, speech kits, etc., were provided teachers on a loan basis by the Project. It is difficult to determine, as reported by the evaluators, the actual impact of these curriculum units on the students as many of the concepts dealt more with affective processes than cognitive information.

There continues to be little to distinguish between the Awareness, Orientation and Exploration phases at this time as most levels incorporate heavily the objectives and concepts indentified with "Awareness". As the Project continues to expand students contact and build upon the foundations of the first and second years awareness activities at the upper levels will become less necessary.

During the second operational year the Project staff initiated meetings with Building Coordinators, appointed by the building principals, to assess the impact of Career Education philosophy and goals upon local curriculum and to plan for increased coordination enabled the staff to gain valuable feedback from patricipants "in the field".

A "Guide for Implementing Career Education in Bingham County" was extensively revised by teachers, counselors and administrators during the year. It is hoped that the guide will now contain more information to use to local teachers and staff to assist in the movement from "project"to "program"

With respect to the curriculum units it is here that the largest concentration of efforts in dissemination activities has occured. All units developed during the summer workshops were duplicated and disseminated throughout the state of Idaho. Additional dissemination throughout the year consisted, for the most part, in public relations activities carried on by the staff, and particulularly the Director. These included explanations of the Project goals and activities before P.T.A. and various community service organizations in the County, and groups of educators throughout Southern Idaho. Visitations, by the public and by interested educators, were encouraged although these were quite frequently confined to the most visable and visitable Project component, the mobile units. Records indicate that more than 125 guests visited the Project during this second year.

Project staff also felt a need to acquaint themselves with on-going programs which might have application to the Project and so visited Career Education programs in the State and in surrounding states which were determined to be examples of the most promising practices being implemented. This resulted in the identification of many workable ideas and materials which might be transported and integrated within the scope of the Bingham County Project at all phases including Awareness, Orientation, Exploration and Preparation.

B. With respect to the Guidance Component of the Project, the majority of emphasis placed here during the second operational year continued to be concentrated at the high school level and concerned, for the most part, meeting the objectives related to counseling and placement. The informational aspect of the guidance services was divided between the counselors in the schools and the PACE Center. Each high school began the development of additional in-house resources for student use when PACE was not available.

Placement continued to receive major emphasis at the high school level. Placement file cards were maintained for all seniors in each high school. In addition most counseling offices maintained the placement file card for students in grades ten and eleven.

In order to gather base data against which Project goals could be measured, a follow-up studey of seniors from the previous year was undertaken. The five Bingham County high schools had 654 students in grade 12 at the time of the initial post-graduating Plans Survey in the spring of 1974. This survey was conducted by the high school counselor in each of the schools. Data was gathered and identified for three catagories; students planning to seek a bachelor's degree, students planning to seek vocational/technical or skill training but not a 4-year degree and students planning to enter the world of work. This latter catagory included those planning on the military service, homemaking, or voluntary church missions.

This survey is summarized on line A in Figure III below. It shows approximately 70% of graduating seniors planning to attend some type of post-secondary education or skill training program, with about 28% planning to enter the world of work.

During the first semester of the 1974-75 school year, follow-up studies were conducted by the high school counselors in the five districts. For the most part the data was collected from the students or from their impediate family. In some cases, the information was provided by personal friends or former teachers who had maintained contact with the student. The only information sought concerned what the student was doing at the time of the survey.

The results of this study are summarized on line B of Figure III below. Upon comparison of the two tables it is apparent that a

discrepency exists between "plans" and "pursuits". In addition another catagory - "unemployed" - is found. Line C of Figure II shows the major changes from plans to pursuits which occurred during the six months following graduation. At the time of the survey completion, of students who had planned further education at post-secondary institutions nearly 15% were not in school; of those who were working the increase was nearly 13% over those who had planned to work. Unemployment (unplanned) was less than 4% among local high school graduates, considerably less than national averages for this age group!

Again in the spring of 1975 a survey of senior plans was conducted. The results are summarized on line D of Figure III. This survey shows fewer students plan to attend college and more plan to go to work. These two figures show positive movement toward the placement percentages of the previous year.

The guidance component at grade levels K-9 continued to consist almost entirely of teacher-directed self-awareness activities which were integral with the curriculum units developed at the elementary level (K-4). Some emphasis was placed on the use of in-class guidance activities, particularly through the use of commercially available materials such as DUSO (Developing Understanding of Self and Others) and PWAK (Programmed Work Awareness Kit.) Teachers in all five districts had an opportunity to become acquainted with the uses of these kits, and one kit was placed in each elementary school by the Project.

Figure III

Placement Summary

		College	Vo/tech	Work	Unemployment	Undecided / Unknown	Total
A.	Plans[1] Spring 1974	54.3%	15.6%	27.7%	------	2.4%	100%
B.	Pursuits Fall 1974	46.6%	8.6%	40.6%	3.7%	.5%	100%
C.	Change	-7.7%	-7.0%	+12.9%	+3.7%	----	----
D.	Plans[2] Spring 1975	48.0%	16.0%	32.5%	-----	3.5%	100%

1 for students graduating May 1974
2 for students graduating May 1975

C. With regard to the utilization of the mobile resource laboratories, both operated throughout the 1974-75 school year. Time allotments for each district for each unit was based upon student enrollment as described above under Prodedures. During the time in which these units were operated, more than 1300 students completed a minimum of three hours program in the PACE Center, and more than 160 students completed a minimum of twenty hours in the BOP,Inc. simulation.

The Project Staff designed a questionnaire to examine students' opinions regarding PACE Center Activities, which was given to a representative sample of sophomores who had completed the PACE Center activities during the first round of visitations at area high schools (see Appendix, Exhibit B). Responses were received from 129 students in four high schools representing about 25% of all sophomores who had visited PACE Center at the time of the survey. Students were selected at ramdom in each school with the total number in each school a ratio of the total county-wide enrollment of sophomore students. The results of the survey are summarized below:

1. How do you feel about the amount of time you spend in PACE Center?

52% (1) More time was needed
38% (2) About the right amount of time was provided
4% (3) Had too much time
1% no answer

2. Would you like to have an opportunity to use the PACE Center again?

93% (1) Yes
7% (2) No

3. How do you feel about the helpfulness of PACE Center?

34% (1) Very Helpful
43% (2) Helpful
22% (3) Somewhat helpful
1% (4) Not helpful

4. Have you ever been given the opportunity to do activities similar to those which you did in the PACE Center?

14% (1) Yes
86% (2) No

If yes, in which grade?

18 students identified with one of three grades 8,9, or 10.

In which activities did you participate while in the PACE Center? (check all that apply)

96% look at filmstrips on several occupations
10% looked through a school or college catalog
45% read one or more pamphlets on job(s) I was interested in.
31% took notes on job(s) I was interested in.

85% listened to tape(s) on occupations.
21% read information in reference books on jobs or work skills.
31% looked at filmstrip on how to get a job
53% looked at filmstrips about college, vocational/technical school or job training programs.
24% talked to the teacher (PACE Aide) about job opportunities, schools, or career fields.

What suggestions do you have for improving the PACE Center?

69 responses were catagorized as follows:

42% (1) need for more materials
36% (2) need for more time
12% (3) miscellaneous
10% (4) operation "OK"

Conclusions: It is apparent that the students responding feel that PACE provides some information and activities which are helpful to them and that most would like more time or additional opportunities to use the Center.

The third-party evaluator reports that "there was evidence that project students in grades 10 had increased their ability to identify, locate and utilize resources that contain information about paid and unpaid work." Inasmuch as this reflects the main intent of the PACE Center activities, the mobile unit appears effective.

Regarding the BOP., Inc. mobile unit, the third party Evaluation Report contains a substantial evaluation, The Evaluation Report concludes that "the mobile vans appear to fill the goals and objectives for which they were established."

D. With respect to the expansion of vocational skill training programs within the five districts, the Project continued to serve as a focus for planning and coordinating activities. With the completion of an extensive Feasibility Study to determine the practicality of building, renting or leasing a centrally located skill-training facility which would accompdate students from the five districts during the first year, the Bingham County Board of Cooperative Services approved a plan for the development of a multi-district vocational skill-training center to be located near Blackfoot and serve all five school districts in the County. Before this plan can be implemented, the districts must submit the question of financing to their patrons. This action was scheduled for the spring of 1975 but was postponed.

As previously noted, a new skill-training program for the Blackfoot/Snake River districts was implemented during the 1974-75 school year. This program was housed in off-campus facilities leased for the purpose and all components of the program met the requirements of the Idaho State Board for Vocational Education. This program involved about 36 students in grades 10-12 in General Industrial Mechanics and related skill training.

During the first half of this project year, meetings were initiated with representatives of the two Area Vocational/Technical Schools which serve Bingham County in an effort to improve articulation. Representatives of these schools and teachers in the Trade and Industrial Education program are presently working on skill training analysis at the secondary level in order to establish minimal criteria for granting credit for skills attained in high school training programs.

Additionally, the Project cooperated with the Idaho State University School of Vocational/Technical Education Division of Business and Office Education to establish a pilot program in which Office Occupations Education students in the five area high schools could be granted credit by examination or exemption for skills gained at the secondary level which are required for completion of the post-secondary Office Occupations program. More than thirty seniors in area high schools took the competency exams for possible credit if they should desire to enter the I.S.U. program.

E. Cooperative efforts involving Career Education programs and special services under the direction of the Bingham County Program for Exceptional Children consisted, for the most part during the second operational year, of planning for use of resources to prevent overlap and duplication. As during the first year, Career Education provided materials, equipment and facilities for use particularly by students in Special Education classes. Services provided to students through the PACE Center were made available on a small group basis. The Program for Exceptional Children has shared some of its equipment and informative materials with Project in order to expand the resources available through PACE. It is anticipated that in the future further cooperation and coordination will take place.

In addition, these two programs initiated a skill-training of high school students in Blackfoot and Snake River shcool districts identified as having "special needs."

Administration of the program is directed by the Program for Exceptional Children udder a grant from the Idaho State Board for Vocational Education. Facilities are included in General Industrial Mechanics building leased by the Blackfoot and Snake River districts. This program involves sixteen students in grades 9-12. An instructor is provided and works cooperatively with GIM instructor. Training involves units on small-engine repair, motorcycle repair, bicycle repair, automotive servicing and reconditioning, and general industrial equipment servicing, maintenance and repair.

V. EVALUATION

Interim Progress Report

of the

Third Party Evaluator

Final Evaluation Report
Bingham County Career Education
Project

Submitted by the Third
Party Evaluation Team

Dr. Laverne Marcum, Chairman
Dr. William Baller
Dr. Steven Feit
Mr. Harold Garbett
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Director's Note:

Some of the conclusiions reached by the third party evaluation team appear to be based on incorrect information or a lack of sufficient in-depth research to gain data needed. It also appears to the project director that a certain member of the evaluation team functioned in a prejudicial manner.

BUH

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INTRODUCTION TO THE FINAL REPORT

This report represents the final assessment for the 1974-75 school year of the Bingham County Career Education Project (BCCEP) in Bingham County, Idaho. Broadly speaking, it represents an evaluation of career education procedures, practices, processes, and outcomes in the five (5) school districts participating in the project. These school districts include: Blackfoot School District # 55, Aberdeen School District # 58, Snake River School District # 52, Firth School District # 59, and Shelley School District # 60. Each school district has participated in the project for a period of two years with the 1974-75 school year representing the second year of a three year federally funded project. Grades K-12 in all project schools generally were involved with awareness, exploration, preparation, and placement activities and programs. More specifically, this report is an assessment of the seven (7) career education objectives concerned with the project. These seven objectives include:

(1) Objective # 1 --- At least 40% of all elementary grade students in Grades K-3 will b-come knowledgeable regarding broad ranges of occupations classified into two cluster groups of goods and services. Students will develop a positive self-concept regarding the life style of careers. A test will measure the career awareness and improvement of self-concept of the students.

(2) Objective # 2 --- Forty percent of all elementary students in grades 4-6 will become more knowledgeable concerning at least five careers in the following cluster areas: industry, commerce, social studies, services and art. Students will be able to list at least two relationships between interests and aptitudes in career choices and will also be able to list at least three values regarding the world of work. The increased knowledge and positive attitude based in the five listed clusters will be measured by a post-test.

(3) Objective # 3 and # 4 --- Forty percent of all students in grades 7-12 will

participate in at least six of the twelve mini-course units selected from the cluster group of twelve. Forty percent of the students will select one cluster for an in-depth study. In addition, 40% of the students will have at least three laboratory or hands-on-career exploration and orientation experiences. Forty percent of all students in grades 9-10 will declare their career intention and participate in one of the following options:

a. further exploration in the 12 career clusters not covered in grades 7-8,

b. in-depth exploration and career orientation relevant to their selected careers, and

c. preparation for a vocational education program.

(4) Objective # 5 --- There will be at least 10% more students in grades 11-12 participating in vocational education programs designed for career preparation.

(5) Objective # 6 --- There will be an increase of at least 15 percent of all handicapped students who will be placed in an employment position by the time they are 21 years of age. The employment experience shall either be a sheltered workshop or an actual employment position.

(6) Objective # 7 --- One hundred percent of all exiting students participating in vocational education will be placed in one of the following areas:

a. job

b. post-secondary occupational program, and

c. baccalaureate program.

Also, selected career education processes were evaluated. Among the numerous processes evaluated were the following: inservice training programs for both teachers and counselors, coordination of school career education activities with local state employment agencies and federal manpower agencies, vocational performance diplomas', and various cooperative education programs. A detailed listing of the career education processes evaluated are identified beginning on page 41.

The objectives and processes were evaluated during the month of April in 1975, with all assessment data collected by April 24th. Data were analyzed in early May, 1975. The final written report for the BCCEP was drafted in late May. It was accepted for approval on July 15, 1975; and submitted to the director of the BCCEP for acceptance on that same date.

For ease in preparing and writing this report, it has been divided into the following major sections:

1. An overview of the Bingham County Career Education Project;
2. Description of the evaluation design and procedures followed;
3. Evaluation of goals, questions, activities, and processes addressed and discussed;
4. Implications and recommendations for program modification.

A presentation and discussion of each major section follows.

SECTION I

Overview of the Bingham County Career Education Project

The five school districts in Bingham County, Idaho, were involved in an exemplary career education project. The project was funded through the U.S. Office of Education, under Part D of the Vocational Amendments of 1968. The general goal of the project was to promulgate career awareness, exploration, and preparation activities in grades K-12 throughout selected school districts.

In order to accomplish this generic goal, one-hundred fifty teachers, counselors, and administrators were personnel used to implement the five major program components of the project. These components were:

A. The utilization of curriculum units and learning activities were integrated at all grade levels (K-12) within the traditional subject matter. The major thrust of this component was to identify for students the relationship between subject matter and the world of work.

B. The establishment of a developmental career guidance program for all grade levels which was designed to assist students in developing positive self-concepts, self-enhancing work values, interests, aptitudes, abilities, and goals as they are related to career development, decision-making, and vocational placement.

C. The use of two mobile "resource" laboratories to assist high school students with in-depth short term career education experiences:

1. A model office-simulation experience organized to allow Office Occupations Education students the opportunity to explore a wide variety of potential occupations as well as prepare for actual employment by becoming familiar with many of the most modern machines and procedures now in use in the business-labor-industry community in which they may eventually seek work.
2. A Career Information Center containing the most recent career information available in variety of media formats and equipped for students use individually or in small groups. It is intended to provide a comprehensive

information system to each high school which would otherwise be impossible to maintain because of cost.

D. The expansion at the high school level of vocational skill training courses to assist students in implementing their career choices and in obtaining marketable life-time skills.

E. The Bingham County Program for Exceptional Children cooperated closely with existing career education programs to provide pre-vocational counseling and vocational skill training needed for learning-disabled and handicapped students.

The preceding represents the five major components of the Bingham County Career Education Program used to implement its objectives.

The project involves five staff members responsible for developing and implementing the project throughout five school districts. The staff members include: a director, a guidance coordinator, an office simulation instructor, a career information aide, and a secretary.

These staff members work closely with building coordinators of each school involved with the implementation of the project's goals. Building coordinators are specifically responsible for disseminating career information to school personnel and for writing a monthly career education report about the schools' career education program.

SECTION II

Description of the Evaluation Design and Procedures

Experimental subjects for all grades considered were drawn from the Blackfoot School District. This was done simply due to the fact that it was determined that of all schools participating in the Career Eduation Program, Blackfoot schools probably had the most diversity in student background. Students in Blackfoot High School, Blackfoot Junior High and Stoddard Elementary School were drawn as intact groups by classes for the purpose of examination. It was felt that students in Pocatello High School, American Falls High School (ninth grade) and Syringa Elementary School in Pocatello corresponded well in terms of background and environmental circumstances to Blackfoot groups by respective grade levels scrutinized. Intact classes by grade level were therefore drawn from these schools for service as the frame of contrast for students from Blackfoot schools.

Statistical Methods Used

For all tests employed and all data generated, experimental and control, F tests were run initially to determine the existence or absence of homogeneity of varience within groups. All groups contrasted were homogenious with respect to specific contrasts considered. Subsequent to the homogeneity question, t-tests were utilized, testing the proposition that if career education had an impact sensitive to measurement by the devices employed, experimental group means should differ significantly from respective control group contrast means in a manner favoring the experimental group mean, (a one-tailed consideration). In instances where control group means suggested better performance than its correspondant experimental group mean. analysis was terminated forthwith. In cases where the experimental group excelled the control group, even marginally, the t-test was completed and results have been reported with the probability level at which the difference was significant.

Testing Instruments Used

A general description of each standardized testing instrument used in the evaluation of the BCCEP follows:

1. Self Observation Scales*:

The Self Observation Scales (SOS) is a self-report, group administered instrument used to ascertain the degree to which students perceive themselves in relationship to peers, teachers, and school. It is an instrument used to examine the affective development of children in the primary grades.

The primary level of the SOS for grades K-3 was the specific form of the instrument used for the evaluation procedures. This instrument assesses five dimensions of a child's self-concept. These dimensions and brief descriptions of them follow:

A. Scale I - Self Acceptance

Children scoring high on this dimension view themselves as happy, important, and competent. Low scorers on Scale I identify children who are unhappy, undesirable, and non-important. An example of a statement which measures this dimension of the SOS was: Do you feel good about yourself most of the time?

B. Scale II - Social Maturity

Children scoring high on this scale view their relationships with other people as being positive. High scorers are independent, persistent, and sensitive to the needs of others. Low scorers view themselves as quitters and loners. An example of a statement from the SOS assessing this dimension was: Do other children do things better than you?

C. Scale III - School Affiliation

Children scoring high on this scale view school as having a positive influence upon them. Low scorers perceive school as being an unhappy place. Low scorers also perceive that school is not an important place to be. An example of a statement from the SOS assessing this dimension was: Is school a happy place?

D. Scale IV - Self Security

Children scoring high on this scale are confident in themselves and in

the people with whom they come in contact. High scorers are confident with what they are trying to achieve or to accomplish. Low scorers are insecure, anxious, and depressed. New experiences are frustrating since there is a great deal of uncertainty about them. An example of a statement from the SOS assessing this dimension was: Do you get nervous at school?

E. Scale V - Achievement Motivation

Children scoring high on this scale are those who probably achieve well in school and low scorers are children who probably do not achieve well in school. This scale is presently undergoing validation and should be viewed as experimental.

---

* Administration Manual
Self Observation Scales, Primary Level
pp. 3-4.

2. Career Education Questionnaire, Form A, Grades K-3:

The Career Education Questionnaire (CEQ) is a direct, self-scoring, picture inventory of the world of work. CEQ attempts to ascertain the degree to which students can demonstrate their knowledge of the training requirements, job skills, duties, and rewards of occupations classified as goods-producing and service-producing industries. The format of the inventory requires students to identify from a grouping three pictures for each of thirty different questions appropriate responses. An example of a statement and/or question from the CEQ was: Identify the picture of a worker who enforces the law. The test yields one, overall score.

3. Career Education Questionnaire, Form A, Grades 4-6:

The Career Education Questionnaire (CEQ) is a direct, self-scoring, multiple choice and matching inventory designed to assess a student's knowledge about the world of work. Job skills, job requirements, work tasks, and rewards are areas in which the CEQ assesses students knowledge of work. The CEQ format requires a student to select from one of four possible answers to multiple choice quizes or to identify matched statements. There are a total of 56 questions for the CEQ, Grades 4-6 Inventory. The test yields one, overall score.

4. Career Development Inventory:

The Career Development Inventory (CDI) is a self-directed inventory measuring the general concept of vocational maturity. The CDI has been designed for use by students in grades 9 thru 12. It yields three scores, two of which are attitudinal and one of which is cognitive. The three scaled scores are: (A) planning orientation, (B) resources for exploration, and (C) information and decision making. The questions have been purposely designed for both boys and girls.

5. Career Education Concept Relationship Questionnaire

A locally constructed survey form designed to determine if students can demonstrate in writing the degree to which they could identify relationships among interests, and values, and the world of work. The instrument consisted of two open-ended questions.

6. A two-part questionnaire was constructed to assess the relationship among interests, values, and the world of work. See Appendix E.

Testing Procedures Followed:

All standardized tests used in the evaluation of the BCCEP were administered according to the instructions outlined by the authors of the various test manuals.

Individuals administering the inventories consisted of one master degree candidate in guidance and counseling who has had several courses in testing and measurement and two assistant professors of education who have had extensive background in testing, measurement, statistics, evaluation, and test construction.

All test administrators attempted to be consistent with the manner in which they administered the standardized tests to both the control and experimental student groups.

Management Plan:

The Evaluation Team developed a plan for managing the many activities provided for in the project. This plan will be found in Appendix A.

Treatment Group Area Matrix

This matrix will be found in Appendix B and provides a visual picture of the activity (or treatment) for each objective and the grades, groups or individuals participating.

SECTION III

Addressment of Goals, Questions and Activities

Section III of the final report addresses itself to the processes, practices, and procedures of the BCCEP as they were implemented and evaluated in the schools participating with the assessment proceedings.

All objectives of the project were presented in total without any part of them being omitted. Following each objective, a description of the nature of its disposition was presented. Specific questions as they related to the projects objectives were presented and discussed.

Tables, charts, and frequency distributions were used to assist in presenting and interpreting statistical data.

I. Evaluation of Objectives

OBJECTIVE 1 - At least 40% of all elementary grade students in Grades K-3 will become more knowledgeable regarding broad ranges of occupations classified into two cluster groups of Goods and Services. Students will develop a positive self-concept regarding the life style of careers. A test will measure the career awareness and improvement of self-concept of the students.

Evaluation Process:

For this objective, the evaluation process consisted of two steps. First, Grade K-3 level students were administered the Career Education Questionnaire, primary form. The CEQ is an inventory used to assess career education knowledge about occupations and in general the world of work. The second step of the evaluation process was the administration of the Self Observation Scales, an inventory evaluating the self concepts of students. Both standardized tests were administered to students during the same testing period.

Activities:

(1) Self concept and life styles of careers

Sample Table (SOS)

TABLE I

Self Observation Scales, Grade 1

SOURCE	NUMERICAL VALUES	DIFFERENCES	t	SIGN
Experimental				
Control				

At the time this report was due at the office of BCCEP Director, the members of the evaluation team have not received the scored standardized inventories from a national scoring service. Once the SOS inventory has been returned to us, an addendum will follow this report.

Self-Concept:	Discussion:
(1) Have students increased their ability to describe their own current interest and values?	(1)
(2) Do students display more positive attitudes toward themselves?	(2)
(3) Have students increased their ability to describe their own current abilities and limitations?	(3)
(4) Have students increased their recognition that social, economic, educational, and cultural forces influence their development?	(4)

Again, once the SOS forms have been returned to the evaluation team, the above questions will be addressed in the addendum.

(2) Career Knowledges

TABLE II

Career Education Questionnaire, Grade 1					
SOURCE	NO.	$\bar{X}$	S_E of Diff.	t	Sign.
Stoddard (E)	17	12.12			
			1.118	2.12	$p < .05$
Syringa (C)	20	10.00			

Table II identifies a significant difference at the .05 level of confidence between mean scores on the Career Education Questionnaire for first grade students at Stoddard Elementary School in Blackfoot and at Syringa Grade School in Pocatello, Idaho. Seventeen grade one students at Stoddard obtained a mean score of 12.12 on the CEQ, while twenty grade one students at Syringa Grade School obtained a mean score of 10.00. The difference in mean scores was 2.12. This mean score difference produced a t value of 2.12 with a standard error of difference of 1.118. Since the t value was significant at the .05 level of confidence, it suggests that the career education program at Stoddard Elementary School cannot be attributed to a chance factor. Data implies that meaningful career education cognitive and effective behavior change has occurred at Stoddard Grade School with grade one students.

TABLE III

Career Education Questionnaire, Grades 2 and 3

Source	No. of Students	$\bar{X}$ Scores
Grade 2		
Stoddard	29	14.93
Syringa	22	15.18
Grade 3		
Stoddard	24	14.75
Syringa	27	16.96

For grades two and three, there were no significant differences between mean scores favoring the experimental group. In fact, students at Stoddard Elementary School obtained lower $\bar{X}$ scores than the students at Syringa. One factor that might account for the higher $\bar{X}$ scores by the control group is that since these students reside in a moderately large metropolition area, Syringa students might have been exposed indirectly (neighborhood, church, and community agencies) to a wide variety of career education processes than those students (Stoddard) who reside in essentially an agriculture environment. A second reason accounting for the differences in $\bar{X}$ scores favoring the control group is that living in a metropolition area, individuals are exposed to a wide variety of different life styles. Both of these hypotheses need further investigation, but they might in part account of $\bar{X}$ score differences.

TABLE IV - continued

Source	No of Students	$\bar{X}$ Scores
Grade 4		
Stoddard	26	25.61
Syringa	25	24.84
Grade 5		
Stoddard	28	25.18
Syringa	19	28.10
Grade 6		
Stoddard	25	28.00
Syringa	28	27.07

For grades four, five, and six there were no significant mean score differences favoring the experimental students (Stoddard School) even though at grade level 4 and 6 the experimental students obtained higher mean score values. These higher $\bar{X}$ scores were attributed to the career awareness processes that Stoddard School students experienced. At the fifth grade level, Syringa students obtained a higher $\bar{X}$ score than those fifth grade students at Stoddard. Again, residing in a moderately large metropolition area, might in part account for $\bar{X}$ score differences here.

Specific Questions

Occupational Knowledge

(1) Have students increased their knowledge regarding the major duties and required abilities of different type of paid and unpaid work?

(2) Have students increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work?

(3) Have students increased their knowledge of entry requirements for major types of paid and unpaid work?

(4) Have students increased their knowledge of the impact of social and technological change in paid and unpaid work?

(5) Have students increased their knowledge of the important factors that affect work success and satisfaction?

Discussion:

(1), (2), (3), (4), (5)

As the CEQ is a career education knowledge test, it assesses the knowledge of students as it relates to occupations. Questions are concerned with the duties and requirements of work, different career work life styles, entry job requirements, technology with its accompanied influences on society, and work satisfaction factors. Since there were not any initial career knowledge test data available on students, it was assumed that structured interventions career education processes have had a moderate-positive effect on students in the BCCEP. Field trips, hands-on experiences, career speakers, identification of the relationship between school and work, and similar CE processes have helped students to gain insight, understandings, and values concerned with the world of work. Therefore, it is assumed that students have increased their knowledges about

Specific Questions - continued

Discussion - continued

jobs, work values, occupational attitudes, job clusters, and the general nature of career education concepts. However, one must remember that this assumption is limited to some of the restrictions/limitations of both the BCCEP and the evaluation design.

OBJECTIVE II - Forty percent of all elementary students in grades 4-6 will become more knowledgeable concerning at least five careers in the following cluster areas: industry, commerce, social studies, service and art. Students will be able to list at least two relationships between interest and aptitudes in career choices and will also be able to list at least three values regarding the world of work. The increased knowledge and positive attitude base in the five listed clusters will be measured by a post-test.

Activity One:

Forty percent of all elementary students in grades 4-6 will become more knowledgeable concerning at least five careers in the following cluster areas: industry, commerce, social studies, service and art.

TABLE V - CAREER EDUCATION CURRICULUM INFUSION MATRIX

SCHOOL	Months of:	S	O	N	D	J	F	M	A	M	Curriculum Activities (CA_s)	Inservice Training Programs (ITP_s)	Degree of Involvement
Springfield - Grandview	Total 4-6 grade level students were 60. (40% of 60=24)		X	X	X		X	X			14 CA_s. Examples: ME booklet, Community Work, DUSO I, Role Play	4 ITP_s: Focus on .. Career Educ. Concepts	550 students 5 teachers
Johnston Elementary	Total 4-6 grade level students were 191. (40% of 191=76)		X	X	X		X	X	X	X	48 CA_s. Examples: school workers, field trips, I'm Glad I'm Me'	13 ITP_s: Focus on .. PACE Center, Career Educ. Life Styles.	1,025 students 5 teachers
Aberdeen	Total 4-6 grade level students were 163. (40% of 163=65)		X	X	X	X	X	X	X	X	84 CA_s. Examples: field trips, DUSO I, ME Booklets, resource speakers.	8 ITP_s: Focus on .. DUSO kits, career educ. concepts.	962 students 5 teachers
Shelley Elementary	Total 4-6 grade level students were 350. (40% of 350=140)	X		X	X	X	X	X	X		67 CA_s. Examples: DUSO I, II, films, ME Booklet.	6 ITP_s: Focus on .. Career Educ. concepts, self-awareness, HOW TO DO IT	430 students 9 teachers
Groveland	Total 4-6 grade level students were 130. (40% of 130=52)		X	X							3 CA_s. Examples: Career Reports, Textile industry	1 ITP_s: Focus on .. Career Educ for 1 hour.	150 students 3 teachers
West Center	Total 4-6 grade level students were 179. (40% of 179=72)		X	X	X	X	X	X	X		48 CA_s. Examples: ME Book, Self-Awareness, DUSO I	5 ITP_s: Focus on .. Career Educ. Purposes Use of Career Speakers	1,300 students 8 teachers
Fort Hall	Total 4-6 grade level students		X	X	X	X	X	X			16 CA_s. Examples: Self Awareness, Community Workers, job tools.	6 ITP_s: Focus on .. Career Educ. Concepts, DUSO Kits.	758 students 4 teachers
Stoddard	Total 4-6 grade level students were 225. (40% of 225=90)		X			X	X	X	X		50 CA_s Examples: ME Book, DUSO I, Community Workers	5 ITP_s: Focus on .. Career Educ. Concepts.	1,025 students 9 teachers

Evaluation Process:

An attempt was made to evaluate this portion of the objective by assessing the data identified in TABLE V.

CAREER EDUCATION CURRICULUM

INFUSION MATRIX

A close observation of the preceeding matrix provides one with the following data:

1. *Springfield-Grandview Grade School:

It is reasonable to assume that 40% of the upper primary grade level students at Springfield-Grandview Grade School were exposed to career education concepts. There were only 60 4-6 grade level students enrolled in school (40% of 60=24). A total of 550 upper grade level students participated in career education processes. Naturally, many students repeatedly participated in various project activities. Five different teachers developed 14 career curriculum activities and participated in 4 career education inservice training programs. Five monthly career education reports were submitted to the project director.

2. *Johnston Elementary School:

It is reasonable to assume that 40% of the upper primary grade level students at Johnston Elementary School were exposed to career education concepts. There were a total of 191 4-6 grade level students enrolled in school (40% of 191-76). A total of 1,025 upper grade level students participated in the career education process. Naturally, many students repeatedly participated in various project activities. Five different teachers developed 48 career curriculum activities and participated in 13 different career education inservice training activities. Seven monthly career education reports were submitted to the project director.

3. *Aberdeen Elementary School:

It is reasonable to assume that 40% of the upper primary grade level students at Aberdeen Elementary School were exposed to career education concepts. There were a total of 163 4-6 grade level students enrolled in school (40% of 163=65).

A total of 962 upper grade level students participated in career education processes. Naturally, many students repeatedly participated in career education processes. Five different teachers developed 84 career education activities for implementation into the existing curriculum, and participated in eight career inservice training programs. Eight monthly career education reports were submitted to the project director.

4. *Shelley Elementary School:

It is reasonable to assume that 40% of the upper primary grade level students at Shelley Elementary School were exposed to career education concepts. There were a total of 350 4-6 grade level students enrolled in school (40% of 350=140). A total of 430 upper grade level students participated in career education activities. Naturally, many students repeatedly took part in project activities. Nine teachers developed 67 career education activities for curriculum infusion, and participated in 6 inservice training programs designed specifically for career education. Seven monthly career education report were submitted to the project director.

5. *Groveland Elementary School:

It is reasonable to assume that 40% of the upper primary grade level students at Groveland Elementary School were exposed to career education concepts. There were a total of 130 4-6 grade level students enrolled in school (40% of 130=52). A total of 150 students participated in career education activities. Naturally, many students repeatedly took part in the project's activities. Three teachers developed 3 career education activities for curriculum infusion, and participated in 1 inservice training program designed specifically for career education. Two monthly career education reports were submitted to the project director.

6. *West Center Elementary School:

It is reasonable to assume that 40% of the upper primary grade level students at West Center Elementary School were exposed to career education concepts. There

were a total of 179 4-6 grade level students enrolled in school (40% of 179=72). A total of 1,300 upper grade level students participated in career education activities. Naturally, many students repeatedly participated in the project's activities. Eight teachers developed 48 career activities for curriculum infusion, and participated in 5 inservice training programs designed specifically for career education. Seven monthly career education reports were submitted to the project director.

7. *Fort Hall Elementary School:

It is reasonable to assume that 40% of the upper primary grade level students at the Fort Hall Elementary School were exposed to career education concepts. There were a total of 129 4-6 grade level students enrolled in school (40% of 129=52). A total of 758 upper grade level students participated in career education activities. Naturally, many students repeatedly took part in project activities. Four teachers developed 16 career activities for curriculum infusion, and participated in 6 inservice career training programs. Six monthly career education reports were submitted to the project director.

8. *Stoddard Grade School:

It is reasonable to assume that 40% of the upper primary grade level students at the Stoddard Grade School were exposed to career education concepts. There were a total of 225 4-6 grade level students enrolled in school (40% of 225=90). A total of 1,025 upper grade level students participated in career education activities. Naturally, many students repeatedly participated in project activities. Nine teachers developed 50 career activities for curriculum infusion, and participated in 5 inservice training programs designed specifically for career education. Five monthly career education reports were submitted to the project director.

Because of the constraints placed on the evaluation team, it was impossible to learn the quality of career knowledges of elementary school students in grades 4 thru 6 who

were involved with the ECCEP. Pre-test data were not available and therefore it was impossible for the evaluation team to measure the effect of the project concepts on these students as that effect was related to activity one of the second objective. However, one may hypothesize and state that if 4-6 grade level students are continuously being exposed through field trips, career speakers, hands-on experiences, group processes, films, and in general career education knowledges over a nine month period of that such students should indirectly and directly become familiar and knowledgeable about occupations and the world of work.

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*Student enrollment figures were obtained from the 1973-74 Idaho Education Directory.

Activity Two:

Students will be able to list at least two relationships between interests and aptitudes in career choices and will also be able to at least list three values regarding the world of work.

(1) Two relationships between interests and aptitudes in career choice.

Evaluation Process:

A locally constructed questionnaire was used to assess this activity. See Appendix C. The specific statement was: Please list two relationships between interests and aptitudes in career choice. To answer this statement, students first identify their interests by writing or identifying what they liked to do, and second students then attempted to identify in writing how their liking for specific activities or objects might be related to a career choice. The results of this portion of the questionnaire follow:

Statement: Please list two relationships between interests and aptitudes in career choice.

TABLE VI

INTERESTS AND CAREER CHOICE

STODDARD GRADE SCHOOL

Grade	Number of Students	Interests	Values
4	26	1 No response	3 No response
5	28	4 No response	4 No response
6	25	0 ----------	1 No response

Grade Level 4:

Table VI identifies for fourth grade students at Stoddard Grade School that of 26 students responding to the above evaluative process statement only one student was unable to create a response to it. All other students were able to identify their likes and show a relationship in writing as to how their interests were related to career choice or the world of work. One reason explaining why some

students experienced difficulty in responding to the statement was that some just didn't comprehend the concept of "an interest" or "career choice". It was significant to observe in the responses of fourth grade students that six of them expressed a liking for school subjects such as math, reading, spelling and social studies; and tried to explain how such a liking of subject matter is related in part to career choice. It appears here that some concentrated effort is being made by teachers to demonstrate to students the relationships between school and work. This suggests that teachers are attempting to bring the world of work into their class rooms to make school in part more meaningful to "some students all of the time" and to "all students some of the time."

Occupations identified by fourth grade students at Stoddard Grade School include:

law	professional sports
agriculture	horse training
ranching	house keeping
welding	truck driver
nursing	teaching

A listing of these occupations suggest in part that the students are being exposed to a wide variety of occupations involving different job tasks, levels of responsibility and interest. A total of 15 different occupational fields were identified by fourth grade students. (See Appendix D.)

Grade Level 5:

Table VI identifies for fifth grade students at Stoddard Grade School that of 28 students responding to the preceding evaluative statement only 4 students were unable to create a response to it. All other students were able to identify their likes and show a relationship in writing as to how their interests were related to career choice and the world of work. Most fifth grade students identified a wide variety of occupations in relation to their potential career choices. These occupations included:

outdoor activities	nursing	bookkeepers
agriculture	helping relationships	gun repair
ranching	airplane pilot	
teaching	horse trainer	
medicine	machine operator	

In total, 22 different occupations were identified by fifth grade students as potential career fields. The above occupations suggest in part that these fifth grade students have been exposed and are aware of a wide variety of occupations as they might be related to their interests.

Grade Level 6:

Table VI identifies for sixth grade students at Stoddard Grade School that of 25 students responding to the above evaluative process statement only 3 students were unable to create a response to it. All other sixth grade students were able to identify their likes in relation to the world of work. Most sixth grade students identified in writing a wide variety of occupations in relation to their interests and potential work environments. Jobs identified by students included:

agriculture	machine repair	aero space
carpentry	construction	secretary
music	teaching	horse trainer
ranching	nursing	cook
sports	forest ranger	waiter

In total, 27 different occupations were identified by sixth grade students at Stoddard Grade School. Data implies that these students are becoming aware of their interests and are beginning to understand in part the relationship between interests and the world of work.

(2) Three values regarding the world of work.

Evaluation Process:

The evaluation process for this portion of Objective No. 2 was similar to Objective No. 1 under Activity Two. With the aid of a questionnaire (see Appendix C), students were asked to respond to the following statement: Please list three values regarding the world of work and life. To respond to this statement students were asked first to identify in writing three things that were important to them as those things were related to work and life. The results of this portion of the questionnaire follow:

Grade Level 4:

Table VI identifies for fourth grade students at Stoddard Grade School that of 26 students responding to the above evaluative process statement only three students were unable to respond to it. The 23 other students were able to identify those things, objects, and persons which were important for them; and then they were able to show in writing those important factors were related to the world of work. Important values for these students included:

doing work on time	American Flag
earning money	working with dad
being good at reading	having fertile soil
wild life conservation	good weather
being in school	having close friends

In total, 18 different values were described by these fourth grade students. Data suggests that these students are becoming aware of the concept of "values" and how this concept might be related to work. Students have identified their values and have related them to potential career fields.

Grade Level 5:

Table VI identifies for fifth grade students at Stoddard Grade School that of 28 students responding to the above evaluative process statement only four students were unable to respond to it. All other students were able to identify in writing those things, objectives, and people who were important to them. They further demonstrated in writing relationships between their values and the world of work. Important values for these students included:

being able to help people	taking part in my church
earning money	living
taking care of people	school work
helping animals become well	math
being a homemaker	being a teacher

In total, 25 different values were identified and related to potential career fields. Data suggests that these students are learning why values are so important and how they influence the kinds of work society does.

OBJECTIVE III and IV:

Forty percent of all students in grades 7-12 will participate in at least six of the twelve Mini-Course Units selected from the cluster group of twelve. Forty percent of the students will select one cluster for an in-depth study. In addition, 40% of the students will have at least three laboratory or Hands-on Career Exploration and orientation experiences. Forty percent of all students in grades 9-10 will declare their career intention and participate in one of the following options:

1. Further exploration in the 12 career clusters not covered in grades 7 and 8;
2. In-depth exploration and career orientation relevant to their selected career;
3. Prepareation for a vocational education program.

Evaluation Procedures:

A questionnaire was developed to collect the information from the teachers regarding the accomplishment of the objective. The instrument consisted of 5 items and copy may be found in Appendix E. Participating staff was surveyed three times during the year- December 31, 1974, March 30, 1975 and May 20, 1975.

Of the 78 individuals participating in the career education project, 64 were classroom teachers. There was an average of 58 teachers who returned the survey over the three periods. This was a 90% return on the survey.

Activity One:

Students in grades 7-12 will participate in at least 6 career cluster units or activities.

An enrollment report filed with the State Department of Education on September 1, 1974 showed a total student enrollment in the five schools of Bingham County totalled 4,610. Forty percent of this total enrollment would be 1844 students. Teachers also reported 10,112 career education units or activities had been taught during

the year or an average of 5.5 units for each student. The number of students doing more than one career education unit was not investigated; therefore, this average may not reflect the duplication of students taking career education with more than one teacher. Further, the 10,112 students participating in career units represents only 90% of the teachers reporting while the 1844 is 100% of the 40% of the enrollment. This fact could increase the 5.5 units per pupil well over the 6 required in this objective.

Activity Two:

Students in grades 7-12 will select one occupational cluster, interest, or job for in-depth study.

The survey showed that 1225 students selected units, interests or jobs for in-depth study. This was about .70 per student and was short of meeting the goal of one per student enrolled.

Activity Three:

Students in grades 7-12 will participate in at least 3 lab or hands-on exploration and orientation experiences.

Table VII shows the number of students participating in hands-on experiences during the three survey periods.

TABLE VII

STUDENTS PARTICIPATING IN HANDS-ON EXPERIENCE

Number of Experiences	SURVEY PERIOD			
	First	Second	Third	Total
0	148	25	257	
1	1061	749	880	2690
2	374	299	289	962
3	475	955	468	1898
TOTAL	2910	2003	1637	5550

Table VII shows a total of 5,500 students participating in hands-on activities. There were 2690 that had one experience; 962 had two experiences and 1898 had three experiences. These figures reflect an accumulated number and not different students; therefore, it seems evident that the required 1844 students participating in hands-on experience would not be met.

Another variable also was at work in the above results. Students in vocational type classes all received hands-on experiences and in most instances extended beyond the 3 required while academic classes showed many without any hands-on activities being provided.

Activity Four:

Students from grade 10 will declare their career intention and participate in one of the following options:

1. Further exploration in the 12 career clusters not covered in grades 7 and 8.
2. In-depth exploration and career orientation relevant to their selected career.
3. Preparation for vocational education program.

All 10th grade level students participated in the PACE Center referred to in Objective V. All students declared a career intention in this process and was recorded on the records on file with the PACE Center and/or the students' counselor.

Teachers reported 10,112 students participating in career education units or activities. Fifteen (15) percent of this group were determined to be 10th grade students or 280 students. These students participated in 1517 (item 1) career education units. The survey showed that 1225 units were explored in-depth by students in grades 7-12. Of this number, 10th grade students participated in 184 or less than one unit per grade.

The objective requires that the 280 10th grade students participate in any one of those options. The above seems to support the accomplishment of this phase of the objective.

TABLE VIII

SUMMARY OF THE TEST RESULTS FOR ASSESSMENT OF CAREER DEVELOPMENT

For Means, Standard Deviations and t-values for the ACD for Occupational Knowledge (OK), Preparation Required (PR) and Career Planning (CP) for ninth grades, Experimental and Control.

Source	X OK	SD OK	t-value OK	X PR	SD PR	t-value PR	X CP	SD CP	t-value CP
Experimental	31.86	7.16		10.05	5.84		24.66	5.46	
			control > experimental = > no difference			control > experimental = > no difference			.87*
Control	34.68	8.47		10.64	2.70		23.2	5.63	

*not significant

TABLE VIII - continued

For Means, Standard Deviations and t-values for the ACD for Occupational Knowledge (OK), Preparation Required (PR) and Career Planning (CP) for tenth grades, Experimental and Control.

Source	X OK	SD OK	t-value OK	X PR	SD PR	t-value PR	X CP	SD CP	t-value CP
Experimental	49.45	4.706		12.77	1.68		26.04	4.52	
			13.40**			3.523**			1.88***
Control	28.69	5.25		8.38	1.44		23.08	4.12	

** significant at $p < .01$

*** significant at $p < .05$

Discussion:

Apparent within the data is the fact that tenth grade pupils in the experimental group received a much broader exposure within the program to issues attending the acquisition of knowledge regarding occupations, preparation requisite to undertaking different occupations, and capacity for planning a career. One might be tempted to assert that the ninth grade control was simply populated with subjects who's general capabilities exceeded those of members of the experimental class. This possibility seems negated by the fact that in one of the three instances (performance on the career planning scale) the experimental mean did excell the control mean, and for other scales the means and standard deviations were very close to equivalency.

This suggests to the writers that the groups were, in distributed characteristics, very much alike and that probably the impact of the program was negligible on the experimental subjects. Quite the contrary was apparently the case for tenth grade subjects. Here there seems to exist a real difference in career related skills which suggests that exposure to a rather extensive career education program accrued for the experimental group a marked superiority in aspects of their general ability to deal with the question of career choice and knowledge appropriate to imitiating career related activities. From information elsewhere available in this report, it is reasonably evident that subjects at the tenth grade level enjoyed the greatest effort by administrators and teachers in exposing them to the career education concept.

Specific Questions:

(1) Have students increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work?

Discussions:

(1) From data available for the ACD for preparation required for career decision making, it is safe to say tenth graders in the experimental group have increased their ability, ninth graders probably have not.

Specific Questions - continued

(2) Have students increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles?

(3) Have students increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems?

(4) Have students increased their ability to determine the potential for future advancement personal growth in work of their choosing?

(5) Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

(6) Have students increased their active involvement in career decision-making?

Discussions - continued:

(2) From data available for the ACD for occupational knowledge, again it can be said that tenth grade program participants have increased their ability, ninth graders have not.

(3) From the career planning scale of the ACD, tenth graders have increased their ability, ninth graders have not.

(4) Again, from the career planning scale of the ACD, tenth graders have comparatively greater potential, ninth graders do not.

(5) The career planning index of the ACD suggests tenth graders have increased their knowledge, ninth graders have not.

(6) The overall trend for the three ACD scales considered suggests tenth graders have increased their active involvement, ninth graders probably have not.

OBJECTIVE V:

There will be at least 10% more students in grades 11-12 participating in Vocational Education Programs designed for career preparation.

The figures below are comparing the enrollments in 1973-74 and 1974-75 for high school students in the 11th and 12th grades to find the number of students enrolled in the Vocational programs in proportion to the total number of students in the schools.

TABLE IX

ENROLLMENT INFORMATION - Grades 11 and 12

	Enrollment		Vocational Enrollment	
	1973-74	1974-75	1973-74	1974-75
Aberdeen	158	154	95	79
Blackfoot	471	513	252	328
Firth	135	140	106	105
Shelley	253	263	212	206
Snake River*	270	246	394	344

*Duplicate Count - includes hands-on classes in such areas as Industrial Arts, Home Economics, Shop Classes of all kinds, etc.

Discussion:

(1) Mobil Vans

The vans seemed to be a very successful and well received part of the Career Education Program. See Appendix F.

(2) Leasing Facilities

There were two facilities leased, one in Blackfoot and one in Shelley.

(3) Retraining of counseling

Only 50% of the counselors employed in 1974-75 attended the Counselor Retraining Workshop. Thus the role and function of the school counselor in a Career Education program was a major issue through the first two years of the program for half of the counselors. See Appendix G.

(4) Adult Basic Education

Does not appear to be any direct relationship between this program and Career Education. See Appendix H.

OBJECTIVE VI:

There will be an increase of at least 15 percent of all handicapped students who will be placed in an employment position by the time they are 21 years of age. The employment experience shall either be sheltered workshop or an actual employment position.

CORRECTION OF OBJECTIVE STATEMENT:

The objective statement was changed by approval of the Project Director to read - "15 percent of all exiting handicapped students . . ." Exiting defined to mean graduates and those who dropped out before completion of graduation requirements.

Activity One:

The services of this project (Career Education) and the Bingham County Program for Exceptional Children will be coordinated. Special emphasis will be placed on handicapped students receiving pre-vocational education in order to assess abilities and place students where they will obtain adequate training and experience to be considered employable.

General Information:

Programs for the handicapped students in the geographical area of the Career Education Project are operated by the Bingham County Program for Exceptional Children (BCPEC). These programs are funded from monies received via school district budgets, state agencies and the federal government. The Director of the BCPEC is employed by the same Board that operates the Career Education Project. However, his staff and budget are separate from that for Career Education. The cooperation derives from meetings between the two Directors.

Evaluation Procedures:

This activity was evaluated by conferencing with the two project directors and the superintendent of schools. The minutes of the meetings of the Bingham County Board of Cooperative Services was reviewed.

Findings:

The minutes of the meetings of the Cooperative Board provided little evidence of coordination activities. Each Director presented information about his own programs and it would be assumed that overall coordination was accomplished at this level.

There was no official written evidence of the coordination going on between the Directors. Conferences did indicate that some discussions had been held but the degree to which this objective was accomplished was more dependent upon the congruency of the goals of the Bingham County Program for Exceptional Children with the Career Education Project rather than on the levels of support and influence from this project.

The BCPEC does place special emphasis on pre-vocational education to provide an opportunity to assess abilities and assign students to the proper programs for further experience and training.

Activity Two:

The Vocational Rehabilitation Counselor and Director of the Bingham County Program for Exceptional Children shall serve as committee members of the Advisory Committee for Handicapped Children.

Evaluation Procedures:

Conference with the Directors and Superintendent of Schools of the agent district.

Findings:

Membership has been accomplished.

Activity Three:

When the student's handicap is of such a nature that he or she is unable to profit from on-the-job training experience in a work experience situation, they will have opportunity to gain work experience in a sheltered workshop experience. Specific

questions to be answered for this objective are included in the section on findings.

Evaluation Procedures:

Representatives of the Evaluation Team held conferences with the Director of the BCPEC. Instruments for collecting information were designed. The BCPEC staff completed the survey instruments.

Data Analysis:

Upon the completion of the survey, the data was analyzed and the following Tables reflect the results.

TABLE X

NUMBER OF STUDENTS IDENTIFIED WITH HANDICAPS

IN BINGHAM COUNTY SCHOOLS - 1974-75

SCHOOL	HANDICAP OR DISABILITY			
	EMR	L.D.	TRAINABLE	TOTAL
Snake River	32	60	2	94
Firth	15	25	1	41
Shelley	21	58	0	79
Aberdeen	18	10	0	28
Blackfoot	53	66	4	123
Total	139	219	7	365

TABLE XI

NUMBER OF EXITING STUDENTS WITH CAREER PLANS
WHO ARE PLACED IN EMPLOYMENT POSITIONS
1974-75

SCHOOL	# EXITING STUDENTS	CAREER PLAN	POSITION EMPLOYED	
			Paid	Unpaid
Snake River	7	4*	4 + 1 drop out	1
Firth	1	0	1	0

* 1 with severe handicap and not able to develope a career plan

Findings and Discussion:

Sheltered workshops, multi-district vocational programs and part-time employment opportunities were made available to students during the 1974-75 school term.

Of the number EMR and LD students in Table X, the survey indicated twenty from Snake River and twenty from Blackfoot were participating in the multi-district vocational education program. The survey shows that there were no students in the EMR and LD exceptionalities who were enrolled in the multi-district or district sponsored programs in vocational education.

The survey reveals that of the 358 students in the five districts classified as EMR or LD none are enrolled in school district sponsored and operated programs in vocational education. Only forty students were participating in a multi-district program.

Table X shows there are 365 students classified as handicapped in Bingham County. Of this number, only two districts reported eight exiting students.

Specific questions to be answered to further verify accomplishment the degree to which this objective was accomplished are as follows:

Question 1 - How many students have been placed or are engaged in further education and how does this compare with prior years?

First, there were no records kept for prior years to make any comparisons. Information compiled in Table XI indicates that six of the eight persons had been placed in an employment position - five paid and one unpaid. One additional person had dropped out and was enlisted in the Army.

Question 2 - How many studentshave been placed in a paid occupation, and how does this compare with prior years?

Six of the eight exiting students had been placed in positions with pay. There was no history of previous years for comparison.

Question 3 - Of those placed in further education and employment how many consider the placement to be consistent with their career plans?

Four of the eight students reported career plans. Of this number, three were placed in employment and the position was considered congruent with the students career plans. One student without career plans dropped out and joined the armed services. The Director reported this action to be in accordance with his career plans.

Question 4 - Of those not placed in further education or in a paid occupation, how many are engaged in unpaid work consistent with their career plans, and how does this compare with prior years?

Only one exiting student was placed in an unpaid position. Her plan was to be a housewife and she was thus employed. There was no prior history with which to make comparisons.

Summary:

The project did not keep records of handicapped students from previous years who had been placed in an employment position: therefore a 15 percent increase as stated cannot be substantiated. If accurate records are kept of students participating in programs for the handicapped for the next three or four years, then it would be more practical to expect to measure increases of employment of students when they become twenty one years of age.

Of the eight students exiting this year from two of the five high schools, 87 percent were placed in employment positions; however, this raises an important question which should be investigated another year. Why only eight exiting students out of 365 who were classified as handicapped by the several school districts in the county? Are students dropping out which are not accounted for? What is the reason for such a large number of handicapped students in the county and such a small number who graduate or drop out?

OBJECTIVE VII:

One hundred percent of all exiting students will be placed in one of the following:

1. Job;
2. Post-secondary occupational program;
3. Baccalaureate program.

TABLE XII

POST-GRADUATING PLANS -- CLASS OF 1975

Bingham County High Schools

	Total	Coll.[1]	V/T[2]	W.K.	Home Making	Milt.	Miss.[3]	Und.
Aberdeen	85[4]	43	9	16	8	5	--	4
Blackfoot	260[4]	106	42	69	15	13	5	10
Firth	65	29	14	17	2	1	--	2
Shelley	144[4]	84	26	26	1	4	1	2
Snake River	129	63	16	34	3	7	--	6
Totals	683	325	107	162	29	30	6	24
%/Total	100%	48%	16%	24%	3.9%	4%	.6%	3.5%

1. Includes community and 4-year institutions.
2. Includes Vo-Tech, Business, Barber and Beauty Schools.
3. Missionaries of the Church of Jesus Christ of Latter Day Saints.
4. Includes data on non-attenders and/or non-graduates.

Discussion:

As can be seen from the above table, 3.5% of those students exiting from Bingham County Schools were not "placed" in one of the prescribed categories. Though this percentage does not meet the general objectives, it does indicate that 96.5% were placed. Perhaps part of the 3.5% might be explained in the section dealing with special education.

Specific Questions:

(1) Have students increased their ability to (a) identify, (b) locate, and (c) utilize sources that contain information about paid and unpaid work?

(2) Have students increased their level of skills required in (a) applying for and (b) accepting work?

Discussion:

(1) Experimental group (Career Ed) was significant in 2 out of 3 scales on the Career Development Inventory as compared with the control group.

(2) Scale:

Experimental (A - t_3 = 4.83 sig. at .01
(B - t_2 = 1 not sig.
(C - t_1 = 3.11 sig. at .01

SECTION IV

Evaluation of Processes

Activity:

(1) By April 10, 1974, all teachers in the five participating school districts will have been notified of the Career Workshop.

(2) By April 29, 1974, seventy-five teachers from the five participating school districts will have been selected and notified of their acceptance to the career workshop. In addition, all principals and counselors will have been notified of acceptance.

(3) By July 1, 1974, pre-workshop materials will have been mailed to workshop participants.

(4) By July 25, 1974, the Career Workshop will be in operation.

(5) By August 1, 1974, the 75 participating teachers will have determined what career activities are currently in use in the five school districts and will have reviewed these units and activities.

(6) By August 9, 1974, each teacher in the workshop will have written three career activity units for the grade level they teach.

FINDINGS (1), (2), (3), (4), (5), (6):

Nineteen teachers (K-3), twenty teachers (4-6), twenty-one teachers (7-9) and eleven teachers (10-12) were contacted, registered and participated in the Bingham County Developmental Career Education Workshop held July 25 through August 7, 1974. Ten school principals and ten counselors also were contacted, registered, and participated in the Workshop. Some aspects of the Workshop were held in common across groups identified above; other sessions were held specifically for each respective constituency (see Exhibit 1 appended).

Sessions were randomly drawn for attendance by the evaluation team. Counselors were monitored in their discussion of "job seeker's kits", strategies for procuring a position, strategies for choosing the appropriate occupation, and self-appraisal

techniques. Plans, on an individual basis were generated for placing students in programs leading to a job, a post-secondary occupation, or a baccalaureate program. It can be observed that this statement is perhaps more an observation on the status quo than it is a projected approach for student placement. Still, it must be said that even by the end of the Workshop, counselors were unable to stipulate with precision exactly what steps would be followed to assure 100% student placement in the respective post-secondary options. Rather, they feel that the process will need to be developmental over the course of the first half of the upcoming year.

An additional type of concern for counselors was the issue of how best to assess the impact of career information on students. Several devices were considered. Only one was felt adequate as well as parsimonious for the task, and these only for upper grade levels.

During meetings of the principals attended by the team, the prime subject of concern was generation of alternatives to the conventional high school diploma. Whereas consensus was not reached as of the termination of the Workshop, much discussion was directed toward the possibility of providing certification of competency in various areas which go together to form the general curriculum. Precisely how to administrate the change-over to a certificated competency program (at the county, district, or community level) remained unsettled.

In addition to consideration of alternatives to the conventional diploma, principals constructed and submitted a "yearly career plan" including inservice programs for the year. Additionally, in this regard, those persons amont the constituencies identified above who were designated "building coordinators" all submitted inservice plans.

The teachers in their individual sessions had as their goal the development of three career activity units appropriate to their respective grade levels. By the termination of the Workshop, eight of the eleven grade 10-12 teachers had submitted the requisite three while two turned in more than what was required (four and five units, respectively). Of the nineteen teachers in grades K-3, fourteen turned in four units,

one turned in six, and the remainder had not turned in any as of the termination of the sessions. With twenty grade 4-6 teachers participating, twelve submitted four units, one submitted five, and one submitted nine units. In the grade 4-6 group, six had not submitted their units as of the time of audity. For the last category of teachers, grades 7-9, fifteen turned in four units and one submitted seven. Of those who had not submitted any units as of the audit, it should be said that stipends were withheld pending submission of the number of minimally required units; a fact which should increase substantially the number of participants ultimately satisfying the requisite. This subject will be addressed in a later report. Further, it should be stipulated that submission of units does not presume efficacy of the materials. Again, only further inquiry later in the year will provide information adequate to the task of assessing quality of the units, as opposed to quantity of the units.

Participants completed the "Workshop Reaction Sheet" consisting of 19 items. Responses were recorded on a five point scale by grade level, i.e., K-3, 4-6, 7-9, 10-12. Responses for principals and counselors were separate. The results from the evaluation instrument were compiled, analyzed and reported in the December 20, 1974 quarterly report.

The results indicated that generally the workshop did provide participants with a clearer understanding of the meaning of career education and felt, overwhelmingly, that the experience would be of value in the future. Less emphatic positive response tended to generate itself in areas dealing with application of new techniques. Moreover, it appears that as one tends away from grades K-3 toward upper grade levels counselors and principals, the more participants tended toward qualified negative feelings regarding that which they acquired and its promise for generalization and application. This tendency seemed apparent in open ended statements as well. For example, a comment from the K-3 category reads "I believe, at least on the elementary level, that more teachers will emphasize career education in their classrooms whereas prior to this few have." This typical response in the early grades is somewhat in contrast to a typical reflection in the grades 10-12 category which said "It put across the theory of career

education quite well, but only began to introduce how to (implement) it." And again at the 10-12 level, "...stimulated my interest a great deal but failed to follow through.."

Criticisms in the upper grade levels dealt with the choice of textual materials, the idealistic, theoretical nature of content presented and problems with undefined jargon. There also appeared to be concern over the organization of the workshop from the standpoint of utilization of the participants' time.

In summation, the workshops did appear to contribute to the participants' attempt to gain usable information. Still, there seemed to be a greater need for structure, pragmatic suggestions dealing with implementation of concepts and effective use of time allocated to the sessions.

Activity:

(7) By August 9, 1974, each school counselor in the five participating school districts will have developed an operational plan for 100% placement of "exiting" students.

FINDINGS:

Eight high school and two junior high school counselors participated in the summer Career Education Workshop. In-as-much as this objective was considered to deal with senior high school students only, the junior high counselors were not required to complete this plan. All senior high counselors completed the plan and filed copies with the Project Director.

Activity:

(8) By August 5, 1974, a building career coordinator will have been appointed for each administrative building unit.

FINDINGS:

The principal made the selection and the district superintendent gave final approval. All were appointed and attended the workshop in July.

Activity:

(9) By August 7, 1974, each teacher and counselor will have a plan for involving the community in a minimum of three career activities with the students during the year.

FINDINGS:

This item was included by mistake. No activity intended.

Activity:

(10) By August 9, 1974, each building principal and building coordinator will have developed a "Yearly Career Plan" and an Inservice Program for the year.

FINDINGS:

Plans developed.

Activity:

(11) By August 9, 1974, all junior high and senior high counselors in the five participating districts of Bingham County will have participated in a two week workshop. The objective of this workshop will be to retrain counselors to assist students to develop skills in making wise career decisions. At the completion of the workshop each counselor should be aware of the Development Approach to Career Guidance and should possess the competency to assist students to attain the following knowledges and skills.

(17) By December 31, 1974, each teacher, counselor and administrator will have attended at least three (3) career inservice lessons.

(18) By March 30, 1975, each teacher, counselor and administrator will have attended six career inservice lessons.

(19) By May 10, 1975, each teacher, counselor and administrator will have attended seven (7) inservice lessons or experiences planned by the Building Career Coordinator and principal with each lesson or experience being at least one hour in length.

FINDINGS (11)(17)(18)(19):

Data available suggests that each teacher, counselor, and administrator did not attend at least three (3) career inservice lessons by December 31, 1974; nor did they all attend six (6) by March 30, 1975; nor seven (7) by May 10, 1975. Records indicate seven (7) of twenty-one (21) schools participating satisfied the first goal on time, three (3) of the twenty-one (21) satisfied the second objective on time, and four (4) of the twenty-one (21) attended the requisite seven (7) sessions by the May 10 deadline. In fairness, it must be mentioned that for twelve of the schools, no record of sessions (or record of failure to hold sessions) was submitted on a monthly basis. For seven (7) of the schools, report sheets for at least some of the months were submitted, but blank. It would seem that one or more possibilities exist in explaining what occurred:

(1) Participants in some schools didn't know they were to submit reports or didn't know when to submit reports,

(2) some schools didn't care to submit reports even though they knew they were required,

(3) they had nothing to submit and therefore did not submit as opposed to acknowledging failure,

(4) they deliberately refused to submit to the report.

It would seem further that either communication or rapport (or both) has broken down between project staff and participant schools. It would seem advisable to ameliorate this problem through professional negotiation prior to undertaking the upcoming year's effort

Activity:

(12) By December 31, 1974, 40% of the students will have received at least four (4) career units or activities.

(13) By March 30, 1975, 40% of the students will have received at least seven (7) career units or activities.

(14) By May 20, 1975, 40% of the students will have received nine (9) career units or activities.

FINDINGS (12)(13)(14):

The December 31 period for grades 7-12 showed 2.2 career units per pupil in the project. The second evaluation period was 3.5 and on May 20th the final number of units was 5.5.

See Career Education Curriculum Infusion Matrix,Table V for specific information for grades K-6. It is reasonable to assume that from this information, that these three (3) process goals have been achieved.

Activity:

(15) By March 15, 1975, all participating Guidance Counselors will have met at least three times in an individual or small group basis with all students participating in the vocational programs. The objectives of the counseling sessions will be to counsel students in the options available, and in post-secondary plans.

FINDINGS:

Counselors were requested to document this objective by the Project Director. Most counselors attempted to do this, however since the target group, "students participating in ovcational programs" was not clearly identified the documentation evidence is inconclusive. In the schools with small enrollments, counselors held a minimum of three meetings with every student. In those schools with large enrollments and high pupil-counselor ratio, counselors did not document this objective in a measurable way. However, in the large schools, vocational instructors provide many career guidance experiences.

Activity:

(16) By April 30, 1975, all high school students will have options for vocational education.

FINDINGS:

All participating high schools offer at least four vocational education programs for students, and all districts are attempting to pass a mill levy to construct a central vocational facility.

Activity:

(20) By May 30, 1975, each Building Coordinator will have sent nine (9) monthly reports to the Project Director of units and activities that teachers have presented to their students. Each report will be mailed to the project office by the 5th of each month (except the last month) commencing October 5.

FINDINGS:

Grades 1-6:

For grade levels 1 thru 6, nine grade schools participated in the BCCEP. All elementary schools submitted monthly career education reports with Aberdeen, Johnston, Shelley and West Center primary schools submitting a total of 29 reports and with Springfield-Grandview, Fort Hall, and Stoddard primary schools submitting a total of 16 reports. Moreland and Groveland Grade Schools submitted a total of 4 reports. Data suggests that several schools made a concentrated effort to complete all reports, while other schools made little, if any, attempts to complete all reporting on career education programs. A total of 49 monthly reports were completed by the nine project grade schools.

Activity:

(21) By May 30, 1975, each Building Coordinator will have reported to the Project Director on the monthly report, listed in # 20 above, a summary of each of the seven (7) inservice activities provided for the teachers in their building.

FINDINGS:

Grades 1-6:

For the nine career education project grade schools, a total of 50 inservice

training programs were conducted for elementary school teachers. Schools having at least 5 career education inservice training programs included: Stoddard, West Center, Fort Hall, Shelley, Aberdeen, and Johnston. The major focus on these training programs focused on: career education concepts, How to do career education?, self-awareness, and school and work relationships. Moreland, Springfield-Grandview and Groveland developed a total of 7 career education inservice training programs.

Activity:

(22) By March 15, 1975, a memorandum of understanding will have been developed with the Vocational-Technical School located at Idaho Falls. The memorandum of understanding will list all of the vocational education offerings in the five participating districts and will list the performance skills high school students will acquire which will be part of the vocational-technical performance skill required for graduation.

FINDINGS:

Committees of instructors from Bingham County Schools and the Area Vocational Schools which service Bingham County are in the process of determining acceptable performance skills levels for the issuance of a high school "Performance Certificate" and which may additionally be used in the articulation of high school vocational students to post-secondary programs. When performance skills are developed then additional memoranda of understanding for credit and articulation.

Activity:

(23) By March 15, 1975, all activities of the project will be coordinated with all Manpower Agencies. Members of the State Employment Agency, the employing agent for the local manpower programs, will serve as members of a committee designed to coordinate all activities between the public schools and manpower agencies, and to provide schools with information regarding manpower programs.

FINDINGS:

Since the expiration of laws which provide for various manpower agencies took place after the Proposal was approved, parts of this objective are unattainable. The Project and local schools make use of all existing resources available at the present time. Most of these resources are constituted in the Department of Employment and Vocational Rehabilitation. Representatives of these agencies serve on advisory boards and meet with Project and school personnel as needed. Limitations have been placed on the kinds and numbers of activities in which these agencies can participate through agency regulations. In-as-much as possible and practical this objective is being met.

Activity:

(24) By March 15, 1975, a determination will be made regarding whether to continue the mobile vans as currently in use or to remodel and introduce a new program.

FINDINGS:

A decision was made by the Project staff and the Board of Cooperative Services to continue the use of the B.O.P. Inc. mobile office simulation unit for the 1975-76 school year. It was decided that the operation of PACE Center, a mobile career information unit would be discontinued and a new program instituted. The PACE Center materials and program will become a part of each high school's Career Information Center. In its place, a work samples experience for ninth grade students will be implemented in the mobile unit.

Activity:

(25) By March 30, 1975, an in-depth study of the types of graduation diplomas presented to graduates will have been conducted. A study committee will be organized to develop a graduate certificate presented to students on the basis of performance skills acquired. Students will be eligible to receive a certificate of performance whenever they have attained a specified level of performance.

(26) By April 30, 1975, a decision will have been made on the Vocational Performance Certificate.

FINDINGS (25)(26):

Beginning with the first month of the 1974-75 school year, the Project staff held regular meetings with the counselors andprincipals from the five high schools. One of the purposes of these meetings was to review the criteria for issuing high school diplomas and to determine the need for issuing certificates based on performance skills acquired. Early consensus was established that the Project should not and could not undertake the task of revising graduation requirements from the separate schools. In addition, it was determined that a "certificate of performance" should be developed for students completing skill-train-programs. The certificate would identify the area of skill development and might additionally include an evaluation of competencies gained in specific job-related tasks. The first step in developing this type of certificate is to identify the skill developed through training and establish a rating system. It was decided that those schools involved in Trade and Industrial types of programs would initiate development of certificates as part of the program of articulation with post-secondary training institutions.

Activity:

(27) This proposed project has the goal of making education as relevant as possible. Every attempt will be made to expand the existing cooperative program (Office Occupations, Multi-Occupations, Agri-Business, etc.) to assure as many students as possible of gaining directed work experience. By the end of the first operational year a co-related program of cooperative services on a multi-district basis will have been developed.

FINDINGS:

For the 1974-75 school year, a new cooperative work program in Office Occupations Education was jointly initiated by the Snake River and Blackfoot High Schools. The

program places twlve to eighteen students per year in cooperative work experience stations directly related to office education. Every effort is made to coordinate the activities of all cooperative work experience programs within the County. At present, little difficulty is encountered due to the diversity of work stations sought by each program.

Activity:

(28) By November 15, 1974, members of the Executive Board and Project Director will have reviewed the recommendations of the Feasibility Report, the State Vocational Education personnel and the recommendations of an external evaluation team relative to the need for more vocational education offerings. Those programs having highest priority will be given first consideration. As many Vocational Education Courses as possible will be implemented.

FINDINGS:

As a result of the Feasibility Study conducted during the first operational year the Bingham County Board for Cooperative Services approved a plan for the development of a multi-district vocational-skill training center. District level expansion of vocational education offerings will be postponed until a determination of programs to be conducted in the proposed Center is completed.

Activity:

(29) By January 15, 1975, pending the recommendations listed in the above paragraph, the Project Director will determine the availability of leasing facilities to accommodate additional vocational programs. Students from each participating high school will have equal opportunity to participate in the vocational programs.

FINDINGS:

It was decided by the Bingham County Board for Cooperative Services to pursue a building program for the development of additional multi-district vocational programs rather than lease existing facilities. The proposed multi-district vocational center is scheduled for completion of Phase I building by the beginning of the 1976-77 school year.

Activity:

(30) By March 10, 1975, the Executive Board will have adopted a 5 year vocational plan.

The plan as presently developed consists only of the following:

FINDINGS:

REVENUE PLAN UNDER 33-317 COOPERATIVE SERVICE AGENCY LAW

THE BINGHAM COUNTY VOCATIONAL FACILITY WILL BE CONSTRUCTED AND OPERATED ON A FOUR PHASE PROGRAM. AS THE MONEY IS LEVIED AND RAISED THE BUILDING WILL BE CONSTRUCTED AND THE PROGRAM EXPANDED.

WITH ABERDEEN, BLACKFOOT, FIRTH, SHELLY, AND SNAKE RIVER DISTRICTS PARTICIPATING ON A FIVE MILL BASIS, THE REVENUE RAISED EACH YEAR WOULD BE $278,945.16.

PROPOSED PLAN

PHASE ONE

1975 SEPTEMBER LEVY	$278,945
1976 SEPTEMBER LEVY	278,945
COST OF PHASE ONE	$557,890

PHASE TWO

1977 SEPTEMBER LEVY	$278,945
1978 SEPTEMBER LEVY	278,945
	$557,890

PHASE THREE

1979 SEPTEMBER LEVY	$278,945
1980 SEPTEMBER LEVY	278,945
1981 SEPTEMBER LEVY	278,945
	$836,835

PHASE FOUR

1982 SEPTEMBER LEVY	$278,945
1983 SEPTEMBER LEVY	278,945
1984 SEPTEMBER LEVY	278,945
	$836,835

TOTAL COST $2,789,451

THIS REVENUE APPROACH IS SIMILAR TO A "PAY AS YOU GO". CONSTRUCTION WILL NOT BEGIN UNTIL THE MONEY IS RAISED FROM THE MILL LEVY. NO INTEREST WOULD BE PAID SUCH AS IS REQUIRED FOR A BOND ISSUE. THE AMOUNT RAISED WOULD BE FOR CONSTRUCTION OF THE BUILDING AS WELL AS EQUIPMENT AND SUPPLIES.

Activity:

(31) Whenever additional Vocational Education Programs are implemented, the standards established by the Idaho State Department of Vocational Education Reimbursement and Certification shall be complied with so that the programs will qualify for state reimbursement.

FINDINGS:

The General Industrial Mechanics Program initiated by Blackfoot and Snake River High Schools, the Auto Mechanics Program initiated by Shelley High School and the Cooperative Office Work Experience Program initiated by Blackfoot High School meet the requirement of the State Board for Vocational Education and are receiving state reimbursement for which they are eligible.

Activity:

(32) All adult education programs shall be coordinated with this project. Educational facilities shall be made available for adult education programs. Part F funds for disadvantaged programs will be utilized.

FINDINGS:

All educational facilities of the Project are made available to adult education programs coordinated through the office of Community Education Programs. The facilities of B.O.P. Inc., a mobile office simulation unit, have been used during the 1974-75 Community Education program.

At this time all five school districts are utilizing the available programs sponsored by the State Board for Vocational Education under Part F.

Activity:

(33) By April 30, 1974, a random sample of the 40% of the participating Career Awareness, Exploration and Preparation teachers classes will receive a test to determine differences between them and control student groups outside of Bingham County

that have had little or no exposure to Career Education.

FINDINGS:

Grade 1-6:

Standard tests measuring career education concepts, knowledges, attitudes, and values, were administered to both the experimental group of students (in project schools) and the control group (out of project schools). Students in grades 1-6 at Stoddard Grade School in Blackfoot serve as the experimental while 1-6 grade level students at Syringa Grade School in Pocatello serve as the control group.

Activity:

(34) The Third Party Evaluator (Contractor) will design and direct experimental-control testing.

FINDINGS:

A third party evaluation team from the College of Education at Idaho State University in Pocatello, Idhao, served as the third party evaluator for the BCCEP. Members of the evaluation team included: Drs. R. Laverne Marcum, Chairman, William Baller, Stephen Feit, Richard Willey, and John Zongra. Also, serving on the team was Mr. Harold Garbett. All members of the team have had previous experience as third party evaluators.

Activity:

(35) By April 10, 1975, applications will be available for teachers desiring to apply for the third year summer workshop.

(36) By April 19, 1975, application for the workshop will be returned.

(37) By April 30, 1975, letters of acceptance to successful career applicants will have been mailed.

FINDINGS (35)(36)(37):

The applications were not available until May 15, 1975 due to failure of school

districts to establish school starting dates. Applications were returned May 30, 1975 and letters of acceptance were issued to successful applicants on June 14, 1975.

Workshop dates couldn't be determined since they were to be set as close to August 15 as possible to coincide with Dr. Ken Hoyt's visit.

SECTION V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The final evaluation of the objectives for this project was undertaken during the month of April, 1975, and all data collecting was completed in the month of May, 1975. The following are the project outcomes as determined by the Evaluation Team.

1. The objective for 40% of the students in grades 7-12 to participate in 6 mini-course units fell short by .5 units.
2. Students in grades 7-12 were to select one job, interest or activity for in-depth study. Survey results indicate .70 participated in this activity or .30 short of the goal.
3. Students in grades 7-12 were to participate in at least three (3) lab or hands-on exploration and orientation experiences. The survey found that, on the average, every student participated in at least two experiences. Only half of the students had a third experience.
4. The survey revealed that all 10th grade students declared their career option and on the average participated in at least one of the options, i.e., exploration in career clusters, units or activities; on in-depth exploration or preparation for vocational education program.
5. Results of experimental control contrasts for performance on the Assessment of Career Development indicated tenth grade program participants had acquired significantly more information regarding careers than did their control group counterparts. Ninth grade contrasts suggest there exists no difference between program participants and others not participating in a career education program.
6. A history from previous years of exiting students in programs for the handicapped was not available, therefore, it was impossible to determine a 15% increase as provided in the objective. Only two of the five school districts reported exiting students from programs for the handicapped. Of these two districts, only 8 students were listed as exiting. Seven of the eight was employed in actual

S U M M A R Y - continued ...

jobs or in sheltered workshops. Four of the eight had career plans.

7. A self-concept inventory and a career education knowledge test were used to assess Objective No. 1. As of this writing, the evaluation team has not received the scored forms of the self-concept inventory from a national scoring service. Once this data has been returned, an addendum will follow this report explaining the effects of the BCCEP on self-concept. A career education knowledge test indicated that on the first grade level experimental students significantly excelled control group students. Data also revealed that there were no significant differences favoring the experimental students over the control students in grades two through three.

   A locally constructed value and interest questionnaire and a standardized career education knowledge test were used to assess Objective No. 2. Data demonstrated that fourth, fifth, and sixth grade project students were able to identify their interests and values in relation to the world of work. Standardized test data demonstrated no significant differences in career knowledges between the experimental students and the control students in grades four, five, and six.

   The overall impression of the BCCEP's effects on students in grades 1 through 6 is that students are being continuously exposed to career education concepts through awareness and exploration actions. The project has had a positive affecton students. Primary grade level students seem to be enjoying project activities, and seem to be gaining the background essential and critical for eventual self-understanding, decision making, career planning and placement.

8. Of the exiting students from the five high schools in the County, ninety-six point five (96.5) percent were placed in jobs, post-secondary occupational or baccalaureate programs.

S U M M A R Y - continued ...

9. The Career Development Inventory was administered to students in grade from experimental and control schools. There were significant differences found in 2 out of 3 schools in increased ability to identify, locate and utilize sources that contain information about paid and unpaid work.
10. The mobil vans were a very successful and well received phase of the career education program.
11. The project leased two facilities for students participating in vocational education programs.
12. Only 50% of the counselors employed during 1974-75 attended retraining and upgrading workshops.
13. There was very little support or cooperation between the Career Education project and Basic Adult Education programs in the county.

CONCLUSIONS

The Evaluation Team sets forth the following conclusions:

1. Counselors do not have their roles properly determined, clearly stated in writing and there is evidence of considerable role conflict. This conflict provides - in part - reasons why the career education activities have not received wide-spread commitment from this group.
2. That the project has had a positive effect on students in grades 7-12 by providing mini course units, in-depth study and hands-on or exploration and orientation experiences to most of those students whose teachers participated in the project.

   There was some confusion in the meaning of in-depth study and hands-on experience by some teachers reporting their activities in mini-course units.
3. It was evident that the 10th grade students in the project schools showed significant gains in career education concepts as shown by the Assessment of Career Development Questionnaire and other emperical data collected by the Evaluation Team.
4. It appears Administrators rely on Counselors for vast amounts of paperwork and other extra-counseling responsibilities which detracts from providing greater assistance to teachers and students in the area of careers and career education.
5. There is a lack of minimal professional training for some counselors in the project.
6. The Career Education Project appears to have provided only minimal support and coordination with programs for the handicapped, Basic Adult Education and Community Education.
7. There was a lack of commitment by some teachers to the objectives of the project as evidenced by the failure to follow through with operational programs and evaluation requests.

CONCLUSIONS - continued ...

8. The building representative lacked time and resources (human and material) to be effective in helping teachers with development and implementation concerns as he/she might have been.
9. There was no prior history on the percent of students exiting from programs for the handicapped; therefore, the 15% increase was not determined. There seems to be a loss of student accountability between those identified with handicaps and those exiting from the five school districts.
10. There was limited evidence of Project Staff assisting with developing Career plans for students identified with handicaps.
11. The mobil vans appear to fill the goals and objectives for which they were established.
12. The BCCEP has had a moderately positive effect on students in grades one through six. Students are gaining first hand experiences through field trips and career speakers about the world of work. These experiences should enable students in part to gain knowledges and understandings about the world of work. Such experiences further will eventually enable students to become aware of occupations and jobs.
13. Students are becoming aware of how their interests and values may eventually be used in the career decision making process and how interests and values are related to the world of work. This awareness eventually will form the basis for career differentation, crystallization, and specification. These three factors are critical for making psychologically sound career decisions.
14. Students in grades one through six are being thoroughly exposed to career education concepts and processes. (See Career Education Curriculum Infusion Matrix, Table V, page 18).
15. Students in grades one through six are gaining the background needed to aid them in "general self-understanding is both essential and critical for career identification and career decision-making.

CONCLUSIONS - continued ...

16. Students in grades one through six are learning these various career activities of the relationship between school and the world of work. Too often, this relationship has not been identified for students.

17. Concerted efforts had been made to place 96.5% of the exiting students from the project schools in one of the three areas designated for placement.

18. There was evidence that project students in grade 10 had increased their ability to identify, locate and utilize resources that contain information about paid and unpaid work.

19. Counselors failed to receive the retraining efforts provided for in the project application.

20. Project Staff made significant progress in providing leased facilities for vocational programs.

RECOMMENDATIONS

It is recommended:

1. That to the outcome for experimental control contrast, and proceeding from the discussion in the context of the report regarding these contrasts, it is recommended that a better selection process be adopted for teachers who will take part in the program during the upcoming year. Specifically, it is felt that members of the evaluation team might prove valuable as a source of input to school superintendents involved with the program regarding the importance of careful deliberation related to choosing of teachers to be incorporated in the career education process.
2. That the building representative be provided greater support in time and resources to promote and evaluate career programs in his/her building.
3. That a clear definition be provided to participating schools concerning what is included in in-depth study and lab or hands-on experiences.
4. That a greater commitment be made by teachers to the areas of in-depth study and hands-on experiences especially in the academic subjects.
5. That the Career Education project work closer with the Program for Exceptional Children to develop career plans for students and assist in providing instruction in career options and opportunities for exceptional children. That both project study the reasons for such low numbers of exiting students in view of the high number reported enrolled.
6. That pre-tests be administered to students evenually followed by post tests to determine quantitively the effect of career education on students in the project.
7. That teachers and counselors design decision-making exercises to teach students a rational process of decision-making in grades K-6.
8. That those schools involved with BCCEP, not doing anything in a substantial manner be encouraged to become an active participant.

RECOMMENDATIONS - continued ...

9. That school counselors work closer with teachers to design and to implement career guidance activities in classroom for students.

10. That counselors involved in the program should meet to discuss and decide what part of their job should be dedicated to career education.

11. That clerical assistance be provided to assist counselors and building representatives to develop, implement and evaluate career education programs at the building level.

12. That the counselor's role be more clearly defined to remove hostility toward career education and promote increased effectiveness in their performance in all areas of responsibility. Also, the participating school districts should develop policies and procedures which promote and encourage counselors to complete the minimum professional training and/or upgrade skills and competencies in the areas of their assignment.

13. That mobile vans programs be continued and enhanced.

14. That Adult Basic Education and Cooperative Programs receive greater support and coordination in the future or be dropped as part of the project effort.

15. That the seventh objective concerning 100% placement of all exiting students seems unrealistic, especially in view of the lack of support of Special Education students. This object is worthwhile only as a goal. A more realistic number seems to be 95-98%.

APPENDIX

APPENDIX A (page 1 of 10)

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
Objective I	(1) Have K-3 grade level students been presented career education instructional units?	Midyear and year-end tally.	K-3 grade level teachers.	Audit form.	All teachers of experimental career education groups.	Frequency distribution.	John Zaugra 6-1-75
Increased awareness of and knowledge about work.	specific questions include: (2) Have students increased their knowledge of: (a) Major duties and required abilities of different types of paid & unpaid work?	(a) Post-test: Standardized Career Education Test, experimental & control.	(a) K-3 grade level students at project and control schools.	(a) Career education achievement test.	(a) Ramdom sample of experimental & control students.	(a) Randomized group design with a single dependent measure.*	
	(b) Differences in their work conditions and life styles associated with different types of paid and unpaid work?	(b) Same as -a- except emphasis on work conditions and life styles.	(b) Same as -a-.	(b) Same as -a-.	(b) Same as -a-.	(b) *	
	(c) Entry requirements for major types of paid and unpaid work?	(c) Same as -a- except emphasis on entry requirements.	(c) Same as -a-.	(c) Same as -a-.	(c) Same as -a-.	(c) *	

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
	(d) The impact of social and technological change in paid and unpaid work?	(d) Same as -a- except emphasis on social and technological change.	(d) Same as -a-.	(d) Same as -a-.	(d) Same as -a-.	(d) *	
	(e) The important factors that affect work success and satisfaction?	(e) Same as -a- except emphasis on factors affecting work success and satisfaction.	(e) Same as -a-.	(e) Same as -a-.	(e) Same as -a-.	(e) *	
Increased Self-Awareness	(3) Have K-3 grade level students developed positive self-concepts in relation to life style careers? Specific questions include: Have students increased their ability to:	(3) Post-test base on S.O.S. test of career self-concept; experimental and control.	(3) K-3 grade level students at project and control school.	(3) S.O.S. (Self Observation Scales) published by the National Testing Service, Arlington, Va.	(3) Random sample of experimental and control subjects.	(3) *	
	(a) Describe their own current abilities and limitations?	(a) Year-end report by experimental subjects describing self-concepts and career life styles; self-concept forms	(a) K-3 grade level students at project and control schools.	(a) Self-report career education form.	(a) Random sample of experimental & control group.	Frequency distribution concept clarification index.	

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Samples	Data Analysis	Evaluator Designee & Date
		(a) continued.. reviewed by teachers for summation and interpretation.					
	(b) Describe their own current interest and values?	(b) same as -a-.	(b) Same as -a-.	(b) Same as -a-.	(b) Same as -a-.		
	(c) Display more positive attitudes toward themselves?	(c) Same as -a-.	(c) Same as -a-.	(c) Same as -a-.	(c) Same as -a-.		
	(d) Increased their recognition that social, economic, educational, and cultural forces influence their development?	(d) Same as -a-.	(d) Same as -a-.	(d) Same as -a-.	(d) Same as -a-.		
Objective II	(1) Have 4-6 grade level students increased their knowledge about 5 occupational clusters?	(1) Year-end evaluation, post-test: standardized career education test. Experimental group vs. control group.	(1) 4-6 grade level students at project schools vs. control schools.	(1) Self-constructed career education cluster test.	(1) Random sample of experimental group and control group.	(1) *	Diane Soms 6-1-75

APPENDIX A (page 4 of 10)

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
Increased awareness of and knowledge about work.	Specific questions include: Have students increased their knowledge of:						
	(a) Major duties and abilities of paid and unpaid work?	(a) Post-test based on construction of career education cluster test; experimental vs. control.	(a) 4-6 grade level students at project school vs. control school.	(a) Self-constructed career education achievement test.	(a) Random sample of experimental vs. control students.	(a) *	
	(b) Work conditions & life styles associated with different types of paid & unpaid work?	(b) Same as -a- except emphasis on work conditions and life styles associated with paid and unpaid work.	(b) Same as -a-.	(b) Same as -a-.	(b) Same as -a-.	(b) *	
	(c) Entry requirements for major types of paid and unpaid work?	(c) Same as -a- except emphasis on job entry requirements.	(c) Same as -a-.	(c) Same as -a-	(c) Same as -a-.	(c) *	
	(d) Social and technological change in paid and unpaid work?	(d) Same as -a- except emphasis on technological change.	(d) Same as -a-.	(d) Same as -a-.	(d) Same as -a-.	(d) *	

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
	(e) Factors affecting work success and satisfaction?	(e) Same as -a- except emphasis on job adjustment.	(e) Same as -a-.	(e) Same as -a-.	(e) Same as -a-.	(e) *	
	(2) Can 4-6 grade level students demonstrate two relationships between interests and work?	(2) Year-end evaluation; tally method.	(2) 4-6 grade level students in project schools; audit form.	(2) Teachers tally student achievements relative to interests and work. (See questionnaire, Appendix B.)	(2) All 4-6 grade level project students.	(2) Frequency distribution.	
	(3) Can 4-6 grade level students demonstrate three relationships between work and life?	(3) Year-end evaluation; tally method.	(3) 4-6 grade level students in project schools; audit form.	(3) Teachers tally students achievements relative to work and life. (See questionnaire, Appendix B.)	(3) All 4-6 grade level project students.	(3) Frequency distribution.	
Objectives III & IV	(1) Have 7-12 grade level students participated in at least nine career cluster units?	(1) Year-end evaluation; audit students.	(1) 7-12 grade level students in project schools; audit form.	(1) Evaluating team will audit 7-12 grade level project school students.	(1) Sample all project students.	(1) Frequency distribution.	Bill Baller Laverne Marcum 6-1-75
	(2) Have 7-12 grade level students selected one occupational cluster for in-depth study?	(2) Year-end evaluation; audit students.	(2) 7-12 grade level students in project schools; career education instruction units	(2) Evaluation team will audit 7-12 grade level project school students.	(2) Sample all project students.	(2) Frequency distribution.	
	(3) Have 7-12 grade level students	(3) Year-end evaluation;	(3) 7-12 grade level students in	(3) evaluation team will audit	(3) Sample all project	(Frequency	

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
	(3) continued ... participated in at least three hands-on career education activities?	(3) continued. audit students.	(3) continued.. project schools; identification of student-selected career education activities.	(3) continued.. 7-12 grade level project school students.	(3) continued students.	(3) continued. distribution.	
	(4) 9-10 grade level project students will declare one of three career options.	(4) Year-end evaluation; audit students.	(4) 9-10 grade level students in project vs. control schools.	(4) Evaluation team will audit 9-10 grade level students. (See Appendix C)	(4) Random sample of project & control students.	(4) Frequency distribution.	
Increased competency in career decision-making skills.	Specific questions include: Have students increased:						
	(a) Ability to associate own abilities with paid or unpaid work?	(a) Post-test evaluation; experimental vs. control.	(a) 9-10 grade level project and control students.	(a) Evaluation team will use ACD instrument published by Houghton-Mifflin.	(a) Random sample of project and control students.	(a) *	
	(b) Ability to associate personal life style with work?	(b) Same as -a-	(b) Same as -a-.	(b) Same as -a-.	(b) Same as -a-	(b) *	
	(c) Ability to identify, locate, and use occupational information in decision making?	(c) Same as -a-.	(c) Same as -a-.	(c) Same as -a-.	(c) Same as -a-.	(c) *	

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
	(d) Ability to determine self-potential for advancement in work?	(d) Same as -a-.	(d) Same as -a-.	(d) Same as -a-.	(d) Same as -a-.	(d) *	
	(e) Ability to take necessary steps in career planning?	(e) Same as -a-	(e) Same as -a-.	(e) Same as -a-.	(e) Same as -a-.	(e) *	
	(f) Ability in career decision making?	(f) Same as -a-.	(f) Same as -a-.	(f) Same as -a-.	(f) Same as -a-.	(f) *	
Objective V Increased competency in decision-making skills.	(1) Has there been a 10% increase in the number of 11th & 12th grade level project students participating in vocational education programs designed for career preparation?	(1) Year-end audit of student registration forms.	(1) Counselor records or student registration forms.	(1) The evaluation team will audit already existing registration forms.	(1) All 11th & 12th grade level project students.	(1) Frequency distribution.	Steve Feit Harold Garbett 6-1-75
	(2) How are mobile vans used? Effect on students?	(2) Year-end audit of various mobile van services; year-end student appraisal of mobil van training programs.	(2) Examination of various training opportunities offered; student appraisal of training programs.	(2) The evaluation team will evaluate training programs and will design a questionnaire to obtain student evaluation.	(2) All 11th & 12th grade level project students.	(2) Frequency distribution.	

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MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
	(3) How are facilities of school leased to community groups?	(3) Year-end audit of project schools.	(3) School business records.	(3) The Evaluation Team will develop an appropriate audit form.	(3) All project schools involved with BCCEP.	(3) Frequency distribution.	
	(4) Have counselors been retrained to use career education concepts with their methodologies?	(4) Evaluation by auditing the career education counselor workshops.	(4) Questionnaire designed for evaluation of counselor workshops.	(4) Career education questionnaire form.	(4) Counselor of project schools participating in workshop.	(4) Frequency distribution.	
	(5) Are there alternatives to the currently used high school diploma?	(5) Examination of various kinds & types of high school diplomas plus their respective rationales.	(5) High schools throughout the country.	(5) Survey of selected comprehensive career education high schools.	(5) Selected schools throughout the country.	(5)	
	(6) How valuable or affective are cooperative education programs?	(6) Post-test examination such attributes as self-concept and vocational maturity; experimental vs. control.	(6) Teacher observation of students in cooperative education program.	(6) Assessing career development (ACD), rating scales.	(6) Random sample students in cooperative education vs. non-cooperative education students.	(6) *	
	(7) How affective are adult education programs?	(7) Year-end audit tally; questionnaire surveying community.	(7) Adult evening school students.	(7) School business records questionnaire.	(7) Ramdom sample of adult evening school students.	(7) Frequency distribution.	

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
Objective VI	(1) Has there been an increase of at least 15% of all handicapped students in sheltered workshops or actual employment positions? (2) Has an advisory committee for handicapped children been established with the vocational rehabilitation counselor and the director of handicapped children serving as committee members? (3) Specific questions include: In comparison to prior years how many handicapped students are: (a) engaged in further education, (b) placed in paid vocations, (c) placed students are in positions consistent with their career plans, (d) engaged in paid positions.	(1)-(2)-(3) Year-end audit and tally.	(1)-(2)-(3) School records, questionnaire, handicapped students.	(1)-(2)-(3) Questionnaire for handicapped students on career education.	(1)-(2)-(3) All handicapped students.	(1)-(2)-(3) Frequency distribution.	Laverne Marcum 6-1-75.

MANAGEMENT PLAN

Student Outcome Area	Related Evaluation Questions	Design	Specific Data Sources	Instrumentation	Sample	Data Analysis	Evaluator Designee & Date
Objective VII	(1) Have 100% of all existing vocational educational students been placed in jobs, further training programs, or B.S. programs?	(1) Year-end tally & audit.	(1) Student future plan cards, follow-up reports, counselor records.	(1) Follow-up questionnaires (See Appendix D and E.)	(1) All vocational education students at project school.	(1) Frequency distribution.	Steve Feit - Harold Garbett 6-1-75
Increased placement in jobs, post-secondary occupational programs, & baccalaurate programs.	(2) Specific questions include: (a) Have students increased their ability to identify, locate, & utilize information about paid/unpaid work?	(a) & (b) Post-test, experimental vs. control groups.	(a) & (b) Existing vocational education students at project schools vs. vocational education students at control schools.	(a) & (b) Career development inventory published by Teachers College, Columbia, Mo.	(a) & (b) Random selection of experimental vs. control students	(a) & (b) *	
	(b) Have students increased their skills required in applying for & accepting work?						

APPENDIX B (page 1 of 2)

TREATMENT GROUP AREA TABLE

Participant ----------

Treatment	K-3 Grade Level Teachers *	K-3 Grade Level Students o	4-6 Grade Level Students o	7-12 Grade Level Students o	Senior H.S. Students o	11-12 Grade Level Students o	Handicapped Students	Advisory Comm. Membership	Voc-Ed. Students	Adm. Coordinators, Tchrs.
Objective No. 1										
1. Curriculum Infusion: Presentation of career education units.	X									
2. Curriculum Infusion: Career knowledge.		X								
3. Curriculum Infusion: Career self-concepts		X								
Objective No. 2										
1. Curriculum Infusion: Career knowledge			X							
2. Curriculum Infusion: Field trips, guest speakers, special materials			X							
3. Curriculum Infusion: Field trips, guest speakers, special materials			X							
Objectives No. 3 & 4										
1. Curriculum Infusion: 9 career cluster units				X						
2. Curriculum Infusion: 1 in-depth cluster unit				X						
3. Curriculum Infusion: 3 hands-on exploration units				X						
4. Curriculum Infusion: Career exploration					X					

TREATMENT GROUP AREA TABLE

Participant ---------- / Treatment	K-3 Grade Level Teachers *	K-3 Grade Level Students o	4-6 Grade Level Students o	7-12 Grade Level Students o	Senior H.S. Students o	11-12 Grade Level Students o	Handicapped Students	Advisory Comm. Membership	Voc-Ed. Students	Adm. Coordinators. Tchrs.
Objective No. 5										
1. Vocational education, participation, mobile van participation.						X				
Objective No. 6										
1. Pre-vocational training.							X			
2. Advisory committee membership.								X		
3. Work experience: Sheltered workshops, on-the-job training, work study programs.							X			
Objective No. 7										
1. Placement									X	
2. Vocational education programs, work study, guidance, counseling.									X	
3. Administrative contracts										X

* At Firth, Blackfoot, Snake River, Shelley, Aberdeen

o At Firth, Blackfoot, Snake River, Shelley, Aberdeen

APPENDIX C

RELATIONSHIPS BETWEEN INTERESTS AND APTITUDES
IN CAREER CHOICE

AUDIT FORM

Name of student _____

Grade level _____

School _____

Name of teacher _____

Date _____

1. Please list two relationships between interests and the world of work:

   a. _____

   _____

   b. _____

   _____

2. Please list 3 values regarding the world of work and life:

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

APPENDIX D

LISTING OF OCCUPATIONAL FIELDS

Below is a listing of the occupations identified by fourth, fifth, and sixth grade students at Stoddard Grade School. These occupations represent the responses of Stoddard students relative to their perceptions of the relationships among interests, values, and the world of work.

Stoddard fourth-grade students:

Welding	Dishwasher	Singer
Football player	Mowing the lawn	Playing ball
Art	Riding horses	Electricity
Gardening	Wildlife	Becoming a teacher
Radio	Farming	College
Airline hostess	Boxer	Forest ranger
Driver	Miner	Doctor
Coach	Math	Housekeeper
Health	Working with science	Policeman

Stoddard fifth-grade students:

Boxing	Doctor	Take care of people
Ride horses	Teacher	Housewife
Horse judge	Machine worker	Farmer
Nurse	Fly airplanes	Music
Raise animals	School	Newsman
Vet	Horse trainer	Restaurant owner
Computers	Cook	House builder
Work with cars	Maps	Health
Family	Money	Animals

Stoddard sixth-grade students:

Dairy farmer	Carpentry	Taking care of animals
Drum player	Raising cattle	Basketball
Pro gymnastics	Drawing	Motorcycles
Vet	Architect	Film director
Music	Horse riding	Nurse
Fix things	Astronaut	Waiter
Cook	Rancher	Secretary
Banker	Forest ranger	Farmer
Bike repairman	Designing magazines	Boxer

APPENDIX E

QUESTIONNAIRE FOR DATA ON CAREER UNITS
1974-75

3rd Survey
March 30, 1975 to
May 20, 1975

Teacher _____ School _____
Subject _____ Grade _____

This is the 3rd and final of three surveys necessary to collect information on the Career Education units being taught in your classroom. Hopefully you have records which will not cause you undue hardship to complete the questions below. Please answer all questions and return to your building coordinator for Career Education. Thanks.

Evaluation Team

SURVEY QUESTIONS

1. Total number of students participating in Career Education activities in your class(es) during the dates of this survey period? _____

2. Number of career education activities or "cluster units" in which your students have participated during the period of this survey?

No. of units or activities	0	1	2	3	4	5	6	7	8	9	10
No. of students participating											

3. Number of your students who have selected an "occupational cluster", interest area or job for in-depth study during this period? _____
Note: If you have not done this then list as zero.
Comments: _____

_____

4. Number of your students who have participated in one (1) to three (3) hands-on experiences during the time of the 3rd survey?

No. of experiences	No. of students
0	_____
1	_____
2	_____
3	_____

5. Two methods of teaching career education concepts are by "separate units" or by "fusing" (integration) the concepts into the student's regular subject areas. Please indicate the methods or methods you are using to teach career education concepts to your students - (underline the appropriate response)

a. I use the "separate unit" method

(all the time) - (most of the time) - (part of the time) - (none of the time)

b. I use the "fusing" method to teach career education concepts:

(all the time) - (most of the time) - (part of the time) - (none of the time)

WE WELCOME YOUR COMMENTS _____

_____ Use reverse side

APPENDIX F (page 1 of 4)

EVALUATION OF BOP, INC. EVALUATION SHEET

The Bingham County Career Education Office Occupations Simulation Program (BOP, INC.) completed its second year of operation using a mobile van as a training facility. The training van moved from school to school covering all 5 schools during the 9 month school year. The purpose of simulation was defined by the project as "our purpose of simulating an office is to get you, the potential office worker, used to working in an office. You (the student) are a part of a real office organization .. simulating offers some exciting avenues of office learning."

We requested Lela Morris, BOP, INC. instructor to furnish us with copies of the evaluation sheets returned by students in the Blackfoot and Aberdeen high schools at the completion of this year BOP experiences. A copy of the evaluation sheet is enclosed. The following is a brief summary of the evaluations:

SELF-EVALUATIONS:

Most of the students seemed to answer in a very positive manner. Here are some of the typical answers:

Question 1 - HOW DO YOU REACT TO STRESSFUL SITUATIONS?

"I get upset sometimes, most of the time I am calm." "Calm myself and then handle the situation." "I take them and try to be calm, cool and collected and get the job done."

2 - HOW DO YOU REACT TO UNDUE CRITICISM?

"I try to take it, and then I try to improve." "Take it without letting it bother me." "Try to be as calm and nice as possible."

3 - HOW DO YOU REACT TO PRAISE?

"Modestly." "Thank the person giving it." "Embarassed." "I'm like anyone, I thrive on it." "I love it."

4 - HOW DO YOU REACT TO CONSTRUCTIVE CRITICISM?

"I don't mind it because it helps me." "Try to improve by it." "I fight back." "Try to do better."

APPENDIX I (page 2 of 4)

EVALUATION OF BOP, INC. EVALUATION SHEET

Question 5 - HOW DO YOU REACT TO RESTRICTIONS OF DRESS, SPECIFIC HOURS, LIMITED RELEASED TIME, OVERTIME WORK LOADS?

"I don't like being dressed, but I know that in an office I have to be." "Go by the rules." "If the boss asks me to do these things I do it." "Sometimes I question rules, but I try to look at both sides."

6 - HOW DO YOU REACT TO PEERS EVALUATING YOU?

"It is fine." "It's alright as long as they do it fairly." "I only hope that they are truthful." "Not too good, but they know me better than I do."

7 - HOW DO YOU REACT TO EVALUATING YOURSELF?

"I'd rather have somebody else do it." "I don't like it." "I can't do it." "I don't know if I'm a good judge of myself."

8 - WHEN ON THE JOB, HOW DO YOU REACT TO FRICTION BETWEEN EMPLOYEES, EMPLOYER OR FRICTION FROM THE OUTSIDE WORLD?

"If it has nothing to do with me I don't get involved." "Try to handle it in the best way possible." "I ignore it." "I try to settle the fight." "I try to smooth it over or hope they do."

9 - ANY GENERAL COMMENTS THAT YOU FOUND OUT ABOUT YOURSELF WHILE WORKING IN BOP?

"That I would really have to condition myself for any office work." "I really enjoy office work and working with people." "I felt confident in here." "I am more efficient and more responsible." "I like secretarial work." "I need to become more independent."

1. LIST WEAKNESS OF THE PROGRAM

"Too many rules and dress situations." "Too much busy work and not enough learning." "Not long enough, I didn't really understand what the real purpose was." "Sometimes I didn't understand what was going on." "None." "More time at each station."

APPENDIX F (page 3 of 4)

EVALUATION OF BOP, INC. EVALUATION SHEET

2. LIST STRENGTHS OF THE PROGRAM.

"You learned about different office machines." "Good experience." "It gave me an insight into real office work, the job interview was a good experience." "You get to know people your working with."

3. LIST YOUR RECOMMENDED CHANGES.

"Don't change positions so often." "More time to work at stations, and cover all stations." "More time at each office." "Have more work phases." "Slow things down."

4. AS AN EMPLOYEE, WHAT TYPE OF WORK DID YOU FIND INTERESTED YOU THE MOST? (BE SPECIFIC). WHAT TYPE OF WORK INTERESTED YOU THE LEAST?

Most	Least
Executive Secretary	Vice-President
Administrative Assistant	Insurance Clerk
Vice-President	Executive Secretary
Executive Secretary	Cashier

5. AFTER BEING EMPLOYED IN BOP, INC., FOR A LIMITED AMOUNT OF TIME HAVEYOU COME UP WITH ANY SPECIFIC IDEAS AS TO:

a. WOULD YOU WORK IN AN OFFICE FULL TIME

b. YOU WOULD NOT WORK IN AN OFFICE FULL OR PART TIME

c. YOU ARE STILL UNDECIDED ABOUT WHAT YOU WANT TO DO.

Most of the participants said that they would either work full time or were still undecided.

SELF EVALUATION:

1. How do you react to stressful situations?
2. How do you react to undue criticism?
3. How do you react to praise?
4. How do you react to constructive criticism?
5. How do you react to restrictions of dress, specific hours, limited released time, overtime work loads?

EVALUATION OF BOP, INC. EVALUATION SHEET

SELF EVALUATION - continued:

6. How do you react to peers evaluating you?
7. How do you react to evaluating yourself?
8. When on the job, how do you react to friction between employees, employer or friction from the outside world?
9. Any general comments that you found out about yourself while working in BOP?

BOP, INC. EVALUATION:

1. List weakness of the program.
2. List strengths of the program.
3. List your recommended changes.
4. As an employee, what type of work did you find interested you the most? (Be specific.) What type of work interested you the least?
5. After being employed in BOP, INC., for a limited amount of time have you come up with any specific ideas as to:
   a. Would you work in an office full time
   b. You would not work in an office full or part time
   c. You are still undecided about what you want to do.

SUMMARY

COUNSELOR QUESTIONNAIRE

FOR

BINGHAM COUNTY CAREER EDUCATION PROJECT

1. Did you attend the Career Education Conference at Utah State University?

   Yes 3 No 3

2. Would you please check the skills which you see as most important to a school counselor. You may check as many as you feel is necessary.

6	individual counseling	6	test interpreting
5	group counseling	5	supplying vocational information
6	consulting with teachers	3	referral resource
6	consulting with parents	5	team approach to counseling & guidance
5	consulting with administrators	1	follow up survey
	taking attendance	3	placement
	disciplinarian		patroling halls
6	vocational counseling		substitute teaching
5	scholarship help	4	vocational decision making
2	writing letters of recommendation		other (please specify)
1	organizing field trips		

APPENDIX G (page 2 of 3)

COMMENTS:

#2. Vocational Decision Making --- Who makes the decisions? If this means helping the student to explore his choices, YES; it means making decisions for students, NO.

Other --- Inservice
Parent Education
Arranging program with college for parents
A good secretary

#3. Working knowledge of counseling principles
Knowledge of testing and statistics
Empathic response mechanism
Social aptitudes
Patience
Group Techniques for Parents and Students
Counseling Skills and Techniques
Testing and Interpretation and Validity and Use
Knowledge of Community Resources //
Techniques in Decision-making, Self Esteem Success Motivation
Consulting
Vocational Decision-making
Vocational Information //
Group Counseling //
Vocational Counseling //
Team approach and Consulting
Individual Counseling //
Placement
Test interpreting
Scholarship Help
Consulting with Teachers //
Consulting with Parents //
Consulting with Administrators //
Past Experiences
Personal Observation
Vocational Workshops
Career Classes
Audio Visual Aides
Sources of materials
Test Interpretation
Belonging to professional organizations - national, state and local.
Group Counseling
Psychology (basic)

#4. ic = 20%; 25%; 20%; 80%; 40%.
gc = 10%; 3%; 20%; 2%
cwt = 5%; 25%; 5%; 2%; 20%.
cwp = 1%; 5%; 10%; 3%; 10%.
cwa = 5%; 15%; 1%; 3%; 10%.
ta = none
d = none
vc = 10%; 5%; 5%; 5%; 40%.
sh = 5%; 1%; 5%; 8%; 5%.
wlor = 5%; 1%.
oft = 1%.
ti = 1%; 1%; 2%; 2%; 5%.
svi = 10%; 20%; 5%.
rr = 1%; 1%; 2%.
tatcg = 5%; 3%; 1%.
fus = 1%; 1%; 1%.
p = 1%; 1%; 20%.
ph = none
st = 2%.
vdm = 5%; 80%.

APPENDIX G (page 3 of 3)

COMMENTS - continued:

Other: I don't make any vocational decision; the students arrive at their own decision.
prep period = 3%
Keeping Permanent Files = 2%
Figuring GPA's & Honor Roll = 20%

#5. Group work and team approach to guidance.
Family Counseling
Group Counseling - anything and everything. Setting priorities and Use of Time.
Professional growth and updating my skills.

#6. How do you feel, on the whole, about the effect this career education program has had on the students in your school?

2 (a) considerable positive effect
4 (b) some positive effect
___ (c) neither positive nor negative effect
___ (d) some negative effect
___ (e) considerable negative effect

#7. Do you have any comments which you would like to make concerning the Bingham County Career Education Project (B.C.C.E.P.)?

APPENDIX H (page 1 of 2)

ADULT EDUCATION PROGRAM AUDIT FORM EVALUATION FOR OBJECTIVE V (7)

Thirty-two students in the Adult Education Program in Bingham County were audited to find out their reactions and feelings about the various courses they had taken. The classes ranged from G.E.D., mathematics, english and government to a welding course. The questions and answers, along with an evaluation of the responses are as follows:

1. Why did you enroll in the course?

   Some of the comments were:

   "To get my G.E.D.,", "high school credits for my diploma", "To learn welding skills for personal and/or professional advancement."

2. Did the instruction help you perform better on your present job?

   Out of 32 respondents - Yes - 16 No - 12 N/A - 4

   The majority felt that the instruction would help them perform better on their present job.

3. Have you been promoted or acquired a better job as a result of your participation in this course?

   Out of 32 respondents - Yes - 4 No - 19 N/A - 9

   The great majority did not receive a promotion or better job as a result of taking the course.

4. Listed below are statements concerning the course. Please circle one of the numbers opposite the statement that reflects your thoughts concerning the course. If you circle -3 for one of the statements, you strongly disagree, -2 disagree, -1 mildly disagree, 0 neutral, +1 mildly agree, +2 agree, and +3 strongly agree.

   a. The instruction was of high quality.

-3	-2	-1	0	+1	+2	+3
		1	2	1	12	16

   Almost all felt that the instruction was of high quality.

   b. The instruction helped you function better on your job.

-3	-2	-1	0	+1	+2	+3
1		2	16	3	3	7

   The majority felt neutral on the question and a high percentage felt that the instruction did help them function better on their job.

   c. The instructor was extremely interested in the subject matter.

-3	-2	-1	0	+1	+2	+3
			1	1	8	22

   Most felt that the instructor was extremely interested in the subject matter.

d. The instructor encouraged independent thinking.

-3	-2	-1	0	+1	+2	+3
			3		10	19

Almost all felt that the instructor encouraged independent thinking.

e. The course content was related directly to the course title.

-3	-2	-1	0	+1	+2	+3
			1		3	28

Almost all of the respondents strongly agreed that the course content was related directly to the course title.

f. You would recommend this course to others.

-3	-2	-1	0	+1	+2	+3
			1	1	5	25

Most of the respondents would strongly recommend the course to others.

5. What aspects of the course did you find particularly worthwhile? Do you feel these aspects should be continued in the future?

Some of the comments to this question were:

"Class discussions", "It helps you to get your metal working ability down better", "The whole course." To the second question, <u>all</u> of them answered <u>Yes</u>.

6. General comments concerning the course:

"The courses should be advertised more", "Very worthwhile", "Very good", "Excellent course to pick up school credit", "Good -- it gives older citizens an opportunity to learn otherwise neglected skills", "it has done for me just what I wanted it to do."

I would say that the overall evaluation of the program was very good. The participants seemed to have enjoyed the classes and benefited greatly from them.

ADDENDUM FOR SELF-CONCEPT

OBJECTIVE I: At least 40% of all elementary grade students in Grades K-3 will become more knowledgeable regarding broad ranges of occupations classified into two cluster groups of Goods and Services. Students will develop a positive self-concept regarding the life style of careers. A test will measure the career awareness and improvement of self-concept of the students.

This addendum is a supplement to the final report of the BCCEP submitted to Dr. Bert Nixon, project director, on July 24, 1975.

At the time of the writing of the final report, self-concept data as related to the first project objective was not available for use by members of the evaluation team. It has not been returned to the third party evaluation team by a national testing and scoring service. Therefore, the evaluation team did not address itself in the final report to that portion of the Objective No. 1 centering on self-concept. However, this addendum addresses itself to self-concept development as identified in the first objective of the BCCEP.

Concept Under Evaluation:

Students will develop a positive self-concept regarding the life styles of careers.

Procedure for Evaluation:

The Self Observation Scales (SCS) published by the National Testing Service of Durham, North Carolina, was the inventory used to assess self-concept development. The SOS is a self-administered, group inventory used to examine the ways students perceive themselves in a variety of situations. Situational variables under examination included: (1) self acceptance, (2) social maturity, (3) school affiliation, (4) self security, and (5) achievement motivation. The SOS inventory was administered to students in their regular classrooms, and was administered to students in accordance to the directions identified in the test manual.

Grade One: Self-Concept Development:

A comparison of self-concept data between Stoddard Grade One students and Syringa Grade One students was identified in Table A. The presentation and discussion of data follow.

TABLE A: GRADE ONE

		Stoddard (Experimental Group)	Syringa (Control Group)
Self Acceptance	$\bar{x}$	56.53	50.58
	SD	4.72	8.39
	% score	72.59	54.05
	# of cases	17	19
Social Maturity	$\bar{x}$	51.41	46.37
	SD	5.26	7.76
	% score	63.29	44.16
	# of cases	17	19
School Affiliation	$\bar{x}$	55.00	53.32
	SD	7.64	7.45
	% score	69.18	63.05
	# of cases	17	19
Self Security	$\bar{x}$	54.82	49.16
	SD	6.49	7.43
	% score	65.94	47.32
	# of cases	17	19
Achievement Motivation	$\bar{x}$	52.29	56.00
	SD	7.86	9.51
	% score	55.65	66.37
	# of cases	17	19

For grade one students identified in Table A, Stoddard students (experimental group) obtained higher $\bar{x}$ scores than Syringa students (control group) on four of the five affective dimensions assessed by the SOS inventory. Experimental students score higher scores than the control group on the SOS scales of self acceptance, social maturity, school affiliation, and self security. Syringa grade one students obtained higher scores than Stoddard students on the SOS scale of achievement motivation. However, the difference in $\bar{x}$ scores was only moderate.

Data from Table A suggests that both the experimental students and control students perceive themselves as positive individuals. A close examination of Table A identifies the following:

(1) Self-Acceptance: Stoddard grade one students obtained a $\bar{x}$ score of 56.5 with a SD of 4.7 on the self-acceptance scale of the SOS inventory in comparison to Syringa grade one students who obtained a $\bar{x}$ score of 50.5 with a SD of 8.3 on the same scale. These data suggest that the experimental students perceive themselves to a greater degree as happier, more competent and more important than the control students. It is moderately safe to assume that since the BCCEP emphasized self concept development in elementary students that the project has had a positive effect on experimental students.

It should be pointed out that the experimental students obtained a national percentile score of 72.59 on the self acceptance scale in contrast to the control groups percentile score of 54.05. For the experimental students, this data implies that the Stoddard grade one students scored 72.5% better than all grade one students who have taken this test nationally. This further suggests that the BCCEP has had a positive effect on students.

(2) Social-Maturity: Stoddard grade one students obtained a $\bar{x}$ score of 51.4 with a SD of 5.2 on the social-maturity scale of the SOS inventory in comparison to Syringa grade one students who obtained a $\bar{x}$ score of 46.3 with a SD of 8.3 on the same scale. These data imply that the experimental students have learned to understand the importance of such concepts as "sharing", "perserverance", and "helpfulness" to a greater degree than the control students. The incorporation of such concepts into the personality patterns of young students would seem to have important implications for later career choice and occupational selection. Working together in groups,

assisting our fellow co-workers, and staying with tasks undertaken are significant variables for work satisfaction and adjustment.

It should be further pointed out that the experimental students obtained a national percentile score of 63.29 on the social maturity scale in contrast to the control group's percentile score of 44.16. For the experimental students, this data implies that the Stoddard grade one students scored 53.2% better than all grade one students who have taken this test nationally. This further suggests that the BCCEP has had a positive effect on the self concepts of students.

(3) School-Affiliation: Stoddard grade one students obtained a $\bar{x}$ score of 55.00 with a SD of 7.64 on the school-affiliation scale of the SOS inventory in comparison to Syringa grade one students who obtain a $\bar{x}$ score 53.32 with a SD of 7.45 on the same scale. These data imply that the experimental students perceived school as having a positive effect on them to a greater degree that the control group of students. However, both groups of students perceive school in part to be a happy place. Viewing school as a satisfying environment has several important considerations for self-concept development. First, school is a place where the self-concepts of students initially are developed within a formal setting. It is important that positive attitudes are developed by students toward school, since it is in schools where students begin to develop those critical and essential skills, values and life styles needed for psychologically sound career decision making and life adjustment processes. And, second, school is a place where students can become aware of and explore career fields in which their self-concepts can be implemented. Thus, these implications suggest in part that sound attitudes toward school lay the background needed for occupational and educational choice.

It should be further pointed out that the experimental students obtained a national percentile score of 69.18 on the school-affiliation scale in contrast to the control group's percentile score of 63.05. For the Stoddard grade one students, this suggests that the experimental students scored 69% better than all grade one students who have taken this test nationally. This implies that there are positive "things" happening at Stoddard Grade School as they are related to the concept of "school affiliation" in the BCCEP.

(4) Self-Security: Stoddard grade one students obtained a $\bar{x}$ score of 54.82 with a SD of 6.49 on the self-security scale of the SOS inventory in comparison to Syringa grade one students who obtained a $\bar{x}$ score of 49.16 with a SD of 9.51 on the same scale. These data suggest that the experimental students perceive themselves as being confident in what they do in school to a greater degree than the control group of students. Confidence is important to later decision-making choices, developing career plans, and assuming responsible roles in preparing for work. Thus, it appears reasonable to assume that the career education awareness activities and exercises currently being experienced by the experimental students are preparing them for later life decision making processes of which career choice and career identity are critical areas. It seems reasonable to assume that Stoddard grade one students are developing the confidence needed to assume the responsibility needed for developing their potential life styles.

Data also indicates that the experimental students obtained a national percentile score of 65.94 on the self-security in contrast to control group's percentile score of 54.82. For the Stoddard students, this suggests that the experimental students scored 65.9% better than all grade one students who have taken this test nationally. Again, the BCCEP appears to be having a favorable effect on students.

(5) Achievement-Motivation: Stoddard grade one students obtained a $\bar{x}$ score of 52.29 with a SD of 7.86 on the achievement-motivation scale of the SOS inventory in comparison to the Syringa grade one students who obtained a $\bar{x}$ score of 56.00 with a SD of 9.51 on the same scale. Even though the control group outscored the experimental group by 3.71 points, it seems reasonable to suggest that Stoddard grade one students perceived themselves as school achievers and are performing accordingly. Achievement is a critical factor for career plans, since developing one's aptitudes into skills are important dimensions for occupational and educational decision making. It would seem reasonable to suggest that the experimental students are getting the necessary background to eventually make future plans in conjunction to their motiviation and aptitudes.

It should be further indicated that the experimental students obtained a national percentile score of 58.65 on the achievement-motivation scale. This implies that Stoddard grade one students scored 58.6% better than all grade one students who have taken this test nationally. BCCEP students are being motivated to learn subject matter content in accordance to their abilities as measured by this portion of the SOS inventory.

Grade Two, Self-Concept Development:

A comparison of self-concept data between Stoddard grade two students and Syringa grade two students was identified in Table B. The discussion and presentation of data follow:

TABLE B: GRADE TWO

		Stoddard (Experimental Group)	Syringa (Control Group)
Self Acceptance	$\bar{x}$	52.63	45.81
	SD	7.20	10.89
	% score	59.83	41.76
	# of cases	30	21
Social Maturity	$\bar{x}$	52.97	50.90
	SD	7.92	10.10
	% score	57.10	50.90
	# of cases	30	21
School Affiliation	$\bar{x}$	51.73	49.24
	SD	9.41	12.01
	% score	58.53	52.57
	# of cases	30	21
Self Security	$\bar{x}$	51.20	48.71
	SD	7.60	8.65
	% score	54.37	46.57
	# of cases	30	21
Achievement Motivation	$\bar{x}$	50.97	48.38
	SD	6.66	7.86
	% score	53.00	46.05
	# of cases	30	21

(1) Self-Acceptance: For grade two students identified in Table B, Stoddard students (experimental group) obtain a $\bar{x}$ score of 52.63 with a SD of 7.20 on the self-acceptance scale of the SOS inventory in comparison to Syringa students (control group) who obtained a $\bar{x}$ score of 45.81 with a SD of 10.89 on the same scale. These data suggest that both groups of students perceive

themselves in positive manners. Both students are well-accepted by their peers, family, and teachers with the experimental group being moderately ahead (7 points) of the control group. The difference of 7 points is not a significant one, but it does favor the experimental group. This suggests, of course, that the BCCEP seems to have a favorable effect on the self-concepts of students (with all other significant variables being thought of as equal to one another).

It should be noted that the experimental students obtained a national percentile score of 59.83 on the self-acceptance scale, while the control group obtained a percentile score of 41.76. This implies that the experimental students scored 59.8% better than all grade two students who have taken this test nationally. The BCCEP appears to be having a favorable effect on students.

(2) Social-Maturity: Stoddard grade two students obtained a $\bar{x}$ score of 52.97 with a SD of 7.92 on the social-maturity scale of the SOS inventory in contrast to Syringa grade two students who obtained a $\bar{x}$ score of 50.90 with a SD of 10.10 on the same scale. These data suggest that both groups of students are learning to comprehend the concepts of "fair play", "honesty", and "helpfulness." The difference of 2.07 points favoring experimental group implies that the above concepts are being integrated into the perceptual worlds of Stoddard students to a greater extent than the control group at the time of testing. The concepts of sharing and cooperativeness which in part are representative of the social-maturity domain are attitudes and values which are needed for career choice, since they suggest and identify potential job role behavior in various work environments. Such behaviors help to form the basis of adequate work satisfaction and adjustment. Stoddard grade two students seem to be getting the basic ingredients needed for maturity as it might be related to eventual career and life adjustments.

It should further be identified that the experimental students obtained a national percentile score of 57.10 on the social-maturity scale in contrast to the control group's percentile score of 50.90. This data suggests that for the experimental students (Stoddard grade two students) scored 57.1% better than all grade two students who have taken this test nationally. The major implication here is that the BCCEP is helping students to obtain those attitudes and values critical for socially mature behavior patterns.

(3) School-Affiliation: Stoddard grade two students obtained a $\bar{x}$ score of 51.73 with a SD of 9.41 on the school affiliation scale of the SOS inventory in comparison to Syringa grade two students who obtained a $\bar{x}$ score of 49.24 with a SD of 12.01 on the same scale. Data suggest that both groups of students view school as having a positive and a purposeful effect on their lives. Both groups of students enjoy going to school and taking part in activities. The difference of 2.49 $\bar{x}$ score points favoring the experimental group over the control group suggests that the career education project has had a favorable effect on experimental students.

It should be further pointed out that the experimental students obtained a national percentile score of 58.53. Data here implies that the experimental students (Stoddard students) scored better than 58.53 percent on the school-affiliation scale of all second grade students who have taken this test nationally. Again, this implies that the BCCEP is having positive effect on students.

(4) Self-Security: Stoddard grade two students obtained a $\bar{x}$ score of 51.20 with a SD of 7.60 on the self-security scale of the SOS inventory in contrast to Syringa grade two students who obtained a $\bar{x}$ score of 48.71 with a SD of 8.65 on the same scale. These data suggest that both groups of

students are emotionally stable and have confidence in what they do. Both groups have a fundamental understanding of those variables (work habits, study skills, honesty, sharing, and cooperation) which effect what they do in situations reflected in school activities and out of school activities. The $\bar{x}$ score difference of 2.49 points favoring the experimental group over the control group suggests that the BCCEP has had a moderate-positive effect on students. Stoddard grade two students seem to be developing within their personalities those qualities essential for sound career planning and decision-making. Emotional stability is needed for occupational choice, since it helps individuals to perceive clearly and accurately the ramifications of the decisions made.

It should be pointed out that the experimental students obtained a national percentile score of 54.37 in contrast to the control group's percentile score of 46.57. Data here suggests that the experimental students scored better than 54.4% on the self-security scale of all second grade students who have taken this test nationally.

(5) Achievement-Motivation: Stoddard grade two students obtained a $\bar{x}$ score of 50.97 with a SD of 6.66 on the achievement-motivation scale of the SOS inventory in contrast to Syringa grade two students who obtained a $\bar{x}$ score of 48.38 with a SD of 7.86 on the same scale. Data suggest that both groups of students are achieving at levels in school in line with what they perceive their abilities to be. The $\bar{x}$ score difference of 2.59 points favoring the experimental group over the control group suggests that the career education project is having a favorable effect on students. Motivation is critical in career planning and career goal selection, since it identifies in part the degree of commitment and persistence individuals project into their future

careers and life styles. Stoddards grade two students seem to be developing viable attitudes as those attitudes are related to motivation, school achievement, and future career development.

It should be pointed out that the experimental students obtained a national percentile score of 53.00 in contrast to the control group's percentile score of 46.05. Data here suggest that the experimental students scored better than 53.00% on the achievement-motivation scale of all second grade students who have taken this test nationally.

Grade Three, Self-Concept Development:

A comparison of self-concept data between Stoddard grade three students and Syringa grade three students was identified in Table C. A discussion and presentation of data follow:

TABLE C: GRADE THREE

		Stoddard (Experimental Group)	Syringa (Control Group)
Self Acceptance	$\bar{x}$	45.75	53.33
	SD	9.46	7.59
	% score	39.33	62.00
	# of cases	24	27
Social Maturity	$\bar{x}$	49.67	57.78
	SD	9.41	4.92
	% score	42.96	69.00
	# of cases	24	27
School Affiliation	$\bar{x}$	47.63	52.56
	SD	10.81	10.58
	% score	46.38	62.63
	# of cases	24	27
Self Security	$\bar{x}$	48.75	53.26
	SD	9.08	9.68
	% score	46.79	61.74
	# of cases	24	27
Achievement Motivation	$\bar{x}$	47.71	49.15
	SD	6.69	8.50
	% score	43.25	48.41
	# of cases	24	27

(1) Self-Acceptance: For grade three students identified in Table C, Stoddard students (experimental group) obtained a $\bar{x}$ score of 45.75 with a SD of 9.46 on the self-acceptance scale of the SOS inventory in comparison to Syringa students (control group) who obtained a $\bar{x}$ score of 53.33 with a SD of 7.59 on the same scale. Data imply that both groups of students have positive self-concepts, have been accepted by their peers and their teachers, and have been liked by their parents. The difference of 7.58 $\bar{x}$ points favors the control group over the experimental group. This, of course, suggests that the self-concepts of Syringa students are developed to a greater degree than those of the Stoddard students. A hypothesis accounting for the differences in $\bar{x}$ scores might be that Syringa students are more socially mature and have more confidence in what they do. [These data seem to suggest that all things being equal that the BCCEP has not been as effective with third grade experimental students as it has had on first and second grade experimental students.]

It should be noted further that the experimental students obtained a national percentile score of 39.33 on the self-acceptance scale. This suggests that the experimental students scored 39.3% better than all grade three students who have taken this test nationally.

(2) Social-Maturity: Stoddard grade three students (experimental group) obtained a $\bar{x}$ score of 49.67 with a SD of 9.41 on the social-maturity scale of the SOS inventory in comparison to Syringa students (control group) who obtained a $\bar{x}$ score of 57.78 with a SD of 4.92 on the same scale. Both student groups are learning how to perceive themselves in certain social situations. Students are learning how to implement such concepts as "sharing", "helpfulness", and "generosity". Such behaviors suggest that both student groups behaving in socially acceptable ways. The difference of 8.11 $\bar{x}$

score points favoring the control group over the experimental group suggests that three grade students at Syringa Grade School are slightly ahead of Stoddard three grade students in self-concept growth. Accounting for different rates in self-concept growth might be such variables as: (1) Syringa third grade students are being both directly and indirectly exposed to self-concept developmental exercises to a greater degree than Stoddard students, and (2) Syringa third grade students are residing in a metropolitan community, and therefore, are being informally and formally exposed to life styles moderately different from those of agricultural-rural communities, thus, in part accounting for differentiated self-concepts between Syringa and Stoddard students.

It should be noted further that the experimental students obtained a national percentile score of 42.96 on the social-security scale. This implies that the experimental students scored 42.9% better than all third grade students who have taken this test nationally.

(3) School-Affiliation: Stoddard grade three students (experimental group) obtained a $\bar{x}$ score of 47.63 with a SD of 10.81 on the school-affiliation scale of the SOS inventory in comparison to Syringa grade three students (control group) who obtained a $\bar{x}$ score of 52.56 with a SD of 10.58 on the same scale. Data suggests that both groups of students perceive school as having a positive influence on their lives, as an enjoyable place to be, and as a place where activities are pleasant. The difference of 4.93 $\bar{x}$ score points favoring the control group over the experimental group suggests that Syringa grade three students are somewhat ahead of Stoddard grade three students in school-affiliation development. It might be hypothesized here that the parents of metropolitan students place greater

value and worth on education than do parents of children attending schools in rural-agricultural settings.

It should also be noted that the experimental students obtained a national percentile score of 46.38 on the school-affiliation scale. This means that the experimental students scored 46.3% better than all third grade students who have taken this test nationally.

(4) Self-Security: Stoddard grade three students (experimental group) obtained a $\bar{x}$ score of 48.75 with a SD of 9.08 on the self-security scale of the SOS inventory in contrast to Syringa grade three students who obtained a $\bar{x}$ score of 53.26 with a SD of 9.68 on the same scale. Data suggest that both groups of students have confidence in what they do in and out of school. It further suggests that both groups of students are emotionally stable and generally behave accordingly. The $\bar{x}$ score difference of 4.51 points favoring the control group over the experimental group implies that Syringa grade three students are moderately ahead of Stoddard grade three students in developing the personality traits of self-confidence and emotional stability. Reasons accounting for differences in the above aspects of psychological growth might be those factors identified in previous paragraphs.

It should be noted further that the experimental students obtained a national percentile score of 46.79 percent. This means that Stoddard students scored 46.7% better on the self-security scale than all third grade students who have taken this test nationally.

(5) Achievement-Motivation: Stoddard grade three students (experimental group) obtained a $\bar{x}$ score of 47.71 with a SD of 6.69 on the achievement-motivation scale of the SOS inventory in contrast to the Syringa grade

three students (control group) who obtained a $\bar{x}$ score of 49.15 with a SD of 8.50 on the same scale. Data imply that both groups of students are achieving in school at levels in line with what they perceive themselves to be achieving. Data also suggest that both groups of students are motivated to succeed in school. The difference of 2.56 $\bar{x}$ score points favoring the control group over the experimental group implies that Syringa grade three students are somewhat ahead of Stoddard grade three students in perceiving the interactions and the relationships between scholastic abilities and school achievement. Accounting for the slight difference here, might be several of the reasons cited in previous paragraphs.

It should be noted also that the experimental students obtained a national percentile score of 43.25. This means that Stoddard grade three students scored 43.2% better on the achievement-motivation scale than all third grade students who have taken this test nationally.

Conclusions for Objective No. 1:

Conclusions for that portion of Objective No. 1 concerned with self-concept development include the following:

(A) Grade One Students:

(1) That the experimental students (Stoddard students) are developing positive self-concepts in relation to general competence, maturity, attitudes toward school, emotional stability, and school-achievement.

(2) That the experimental students (Stoddard students) are developing positive self-concepts at rates which place them ahead of the control students (Syringa students) and at rates which place them ahead of those first grade students whose self-concept data formed the basis of national norms.

(3) That the BCCEP seems to be having a positive influence on first grade students at Stoddard Grade School.

(B) Grade Two Students:

(1) That the experimental students (Stoddard students) are developing positive self-concepts in relation to self-understanding and acceptance, social-awareness, values and appreciations toward school, psychological maturity, and school achievement.

(2) That the experimental students (Stoddard students) are developing positive self-concepts at rates which put them ahead of the control students and at rates which place them ahead of those second grade students whose self-concept data formed the basis of national norms.

(3) That the BCCEP seems to be having a positive influence on second grade students at Stoddard Grade School.

(C) Grade Three Students:

(1) That the experimental students (Stoddard students) are developing positive self-concepts in relation to self-importance, social maturity, school activities, emotional stability, and school achievement.

(2) That the experimental students (Stoddard students) are developing positive self-concepts at rates which place them behind both the control students (Syringa students) and those third grade students whose self-concept data formed national norms. Accounting in part for this slower rate of psychological development might include such factors as (1) parental attitudes, (2) peer group relationships, (3) area of residency, (4) slower psychological developmental rates, and (5) general self-understanding.

(3) That the BCCEP seems to be having a moderately positive influence on third grade students at Stoddard Grade School.

Recommendations for Objective No. 1:

Recommendations for that portion of Objective No. 1 concerned with self-concept development include:

(1) That teachers in the BCCEP continue to use the DUSO Kit with students;

(2) That teachers be encouraged and be provided with funds to take students on field trips which explore industry, community life styles, and environmental settings in areas other than Blackfoot, Idaho. Such field trips should help students to expand their perceptions of society;

(3) That counselors work more closely with teachers in designing activities and exercises which specifically focus on self-concept development;

(4) That teachers be provided with skills (through in-service training programs) which will enable them to assist students in building positive self-concepts.

VI. Conclusions

A. Problems Identified

During this first year of operation of the Project proglems were identified both by the staff and by the various observers which were requ to provide information for Project decision-makers. These major problems are identified below.

1. Curriculum coordination problems continue to exist at all levels, inasmuch as the Project has attempted to provide a new approach to the delivery of subject matter to students in all grades. The need to provide for an organizational format for the delivery of Career Awareness, Orientation and Exploration concepts within the existing curriculum structure of each of the districts in order that the program scope and sequence can be recognized continues despite efforts to prevent overlap, duplication, and the omittance of key segments within this component. It has been recommended that there be greater coordination within each district and between districts to help with idea sharing, participant encouragement, material distribution, program information and enhancing of program-development.

   In order to meet this recommendation and need, the Project provides for the development of a plan within each district whereby the Career Education program will be identified in scope and sequence and coordinated with the existing curriculum. To make this functional, each building within each district has assigned a "Building Coordinator" who works with the principal, faculty and Project staff in the development of the Career Education program. Building Coordinators, principals and staff will meet regularly in order to provide coordination of all components of the Career Education Program within the district. Those in nature will be coordinated through the cooperative efforts of instructors, principals, and Project staff as required to develop the most efficient and effective delivery of services to the students.

2. It has been noted that communication between the Project and the teachers and administrators of the several districts has still not been fully developed, resulting in lack of understanding of Project goals and program implementation. In addition, there is a recognized need for improvement of communications between teachers who have participated in the development and utilization of curriculum units, and the Project staff and between building principals and the Project staff to

facilitate the goals of the Career Education program.

It has been recommended that follow-up classroom visits be made by Project staff to provide support needed in implementing the career education units and activities. It has also been recommended that in-service training programs should be continued and expanded to broaden the scope of development and increase participation in the Project.

In order to meet these needs and recommendations the Project proposes to provide building coordinators opportunities to work closely with principals in the planning and conducting in-service sessions for all faculty during the year. Principals and coordinators will develop a plan for implementing Career Education concepts and program within their building. Project staff will participate in the in-service programs and provide such other support services to teachers as is needed. The Career Education "newsletter", initiated during the first year, will be continued in order to keep participants aware of progress and programs within the schools of the County.

3. While "public relations" activities were carried out as part of the first year's operations, it has been noted that weaknesses in this effort existed in some areas that community involvement in Career Education programs was somewhat limited. It has been redommended that public relations efforts should be strengthened and that greater community involvement be promoted.

   In order to meet these needs and recommendations the Project proposes to increase efforts to provide the public with information about all aspects of the Career Education Project and to build community involvement by increasing the contacts between schools and the community resources willing and capable of assisting teachers and students to become more acquainted with the world of work.

4. Regarding the program and materials of the PACE Center, it is recognized that a major weakness exists in not providing adequate follow-up for students who have completed the experience.

   In order to meet these needs and recommendations the Project proposes that an in-house program be developed and implemented to insure that students continue to utilize the information gained from their PACE experience in the career decision-making process. Additional resource materials for classroom use will be made available by freeing little-used materials from the PACE Center and providing such new materials as the budget allows.

The program of the B.O.P., Inc. office simulation will continue during the third year. Every effort has been made to incorporate the most modern office equipment into the program in order to provide a model as near as possible to the business community in which BOP student workers may eventually seek employment. Since BOP is not utilized fully during each school day, exploratory activities will continue for students in grades ten/eleven.

5. In addition to those major areas cited above, additional implementation objectives of the Project have been cited by the third-party evaluation as having deviations or as not having been accomplished to the level required during the second year.

   A problem developed concerning the completion of 60 Career Awareness sheets for grades K-6, inasmuch as the content or structure of these were not described in detail in the Proposal. Because of time limitations, the information sheets were not available for dissemination during the second year. A format has been designed and research initiated by staff in order to complete dissemination during the third operational year.

   Much work is left to be done in coordination between the schools and post-secondary institutions, particularly relating to the continuation of vocational skill-training by students desiring advanced levels. In addition increased cooperation between the Coordinators of secondary skill-training programs involving cooperative work experiences is to be sought during the third operational year. There is a need for Project staff to work more closely with the directors of Adult Education and the Bingham County Program for Exceptional Children to promote cooperative services and utilization of facilities, equipment and materials.

   The "placement" component of Objective VII of the Proposal requires additional development in cooperation with counselors, employment offices, and the business-labor-industry community. This objective will receive greater emphasis during the third year. The use of the counselors and the cooperation of the State Employment Service will increase student access to the world of work through better coordination of resources.

6. With respect to Project evaluation it has been recommended that the evaluation team be contracted with prior to the beginning of the activities for the third year in order to provide lead time for finalizing the evaluation design, determining activities to be conducted and establish responsibility for developing instrumentation, on-site evaluation

timelines, etc. In addition the project management plan will be offered as necessary prior tothe operating of programs to assist the Director and staff in managing, directing and evaluating the activities. Inasmuch as possible the Project intends to follow them recommendations as procedures for the third year's evaluation.

B. Plans for Third Year Operation

During the first year and second years of the Project, 40% of the teachers, counselors, and administrators were involved in Career Education Workshops. During the third year an additional 20% of the teachers in Bingham County will attend a workshop along with building coordinators and principals. The workshop is designed to provide for:

1. Philosophy of Career Education
2. Objective the Project
3. Preparation of Integrated Career Units to assist teachers in the program objectives.
4. Organization for implementing the career program in the schools, and the achievement of the seven Project Objectives. The organization will include 20% of the teachers in the county, plus all others may want to participate.

Program Objectives

The Project applied for and received permission to ammend Objectives I,II,III, and IV of the original Project Proposal as follows:

Objective I. Sixty percent (60%) of students in grades K-3 will have become aware of self and others, and aware of the world of work. This will include having esteem for self and others, and being able to distinguish between careers in the "Goods and Services" clusters.

Objective II. Sixty percent (60%) of students in grades 4-6 will have developed self awareness and esteem for self and others, awareness of the world of work, and ability to distinguish and describe career interests, career aptitudes and work values.

Objective III. Sixty percent (60%) of junior high school students will explore careers, explore self, make some tentative decisions about self and careers, and participate in further exploration of careers or career clusters.

Objective IV. Sixty percent (60%) of senior high school students will explore careers, declare their career intention, develop a tentative plan for achieving the career, and participate in further career exploration or enroll in a vocational program.

In order to reach these objectives the Project will provide for the following procedures:

1. Presentation of Self Awareness and Career Awareness Activities or Units

   By May 30, 1976, 60% of the students in grades K-3 will have participated in the following during the school year:

   (a) at least three self-awareness, self-esteem activities in the classroom;

   (b) at least six (6) career awareness activities that provide students with information about the world of work and careers in the "Goods and Services" areas;

   (c) at least two (2) classroom career awareness activities where persons from the home, or community (business, industry, or government) have presented career information, and

   (d) at least one (1) career field trip to observe workers in occupations.

2. Presentation of Self Awareness and Career Awareness Activities or Units.

   By May 30, 1976, 60% of students in grades 4-6 will have participated in the following during the school year:

   (a) at least three (3) self awareness-self esteem activities in the classroom. This would include among other activities, activities that would assist students in identifying their interests and aptitudes, and in developing and clarifying their work values.

   (b) at least six (6) career awareness activities that would provide students with information about the world of work. Where appropriate, the information would be structured in the "DATA-People-Things Clusters" or the "15 USOE Clusters".

   (c) at least two (2) classroom career awareness activities where persons from the home, or community (business, industry, government) have presented career information; and

   (d) at least one (1) career field trip to observe workers in their occupations.

3. Presentation of Self Awareness and Career Exploration Activities and Units

By May 30, 1976, 60% of junior high students will have participated in the following during the school year:

(a) at least three (3) self-awareness activities designed for self-assessment, and in decision-making for ninth grade students.

(b) at least one (1) in-depth exploration of a self-selected career or career clusters.

(c) at least three (3) hands-on career exploration experiences.

(d) at least two (2) activities involving the community (business, industry, government or labor). This could be through people in the world of work coming to the classroom or students going on a field trip.

(e) at least three (3) classroom career information-exploration activities or units related to classroom subject areas.

By May 30, 1976, 60% of grade nine students will have made a tentative career choice and explored that career through personal discussion with a person in that career or career cluster.

4. Presentation of Career Exploration Activities

(a) By May 30, 1976, 60% of grade ten students will have participated in the following during the school year:

(1) completing and analyzing an interest inventory.
(2) complete at least three (3) hours of individual career exploration activities (PACE Center),
(3) at least three (3) teacher presented career exploration units or activities,
(4) making a tentative or realistic career decision and declared a career goal,
(5) writing a career plan for achieving the career goal.

(b) By May 30, 1976, 60% of grade eleven students will have participated in the following during the school year:

(1) at least three (3) teacher presented career exploration or presentation units or activities,

(2) taken some action for achieving the career goal,

(c) By May 30, 1976, 60% of grade twelve students will have participated in the following during the school year:

(1) at least three (3) teacher presented career exploration or presentation units or activities,

(2) preparing a personal resume,

(3) (See Objective V, pages 39-45 for additional procedures-products).

(d) In addition 60% of all high school students will have participated in at least three (3) of the following during the year:

(1) "Hands-on" career exploration
(2) Career planning with the counselor
(3) Decision-making and career planning with parents
(4) Career field trips to observe and talk to workers in their work setting.
(5) Classroom activity with community (business, industry, government, labor, professional) people discussing their career and occupational information (at least two).
(6) Career mini-course or pre-vocational course
(7) Work experience, work release, on-the-job training or cooperative work program.
(8) Aptitude testing
(9) Meeting with post secondary, college or apprentice personnel to gain information or career planning or replanning
(10) One-to-one student-worker interview
(11) Career guidance activity designed for work value clarification, self assessment or other appropriate experience.
(12) Completed again, one or more of the activities listed above for grade ten (#1) or eleven (#2).
(13) Enroll in a vocational program.

In order that the objectives be met as completely as possible in each building and at each grade level, building coordinators and principals were requested to develop a "Building Plan" for the 1975-76 school year.

For grades K-6 the plan consists of the following:

(1) Program outcomes applicable to students in school.

(2) A scope and sequence of career activities, experience, or information for meeting the program outcomes. Attached to this section will be the career instructional plans that the teachers developed during the workshop, and the plans of teachers who previously attended a summer career education workshop.

For grades 7-8 the plan consists of the following:

(1) program outcomes applicable to students in the school.

(2) A scope and sequence of career activities, experience, or information for meeting the program outcomes. Attached to their section will be the career instructional plans that the teachers developed during the workshop, and the plans of teachers who previously attended a summer career education workshop.

The school plan will provide for student participation in each of the following:

a. self-awareness activities designed to assist students in self assessment,

b. in-depth exploration of a self-selected career or career cluster,

c. hands-on exploration experience,

d. involvement with community (business-industry-government or labor) in learning about various careers,

e. career exploration information and activities provided by the teacher in the classroom setting.

For grades 9-12 the plan consists of the following:

(1) program outcomes applicable to students in the school

(2) A scope and sequence of career activities, experience, or information for meeting the program outcomes. Attached to this section will be the career instructional plans that the teachers developed during the workshop, and the plans of teachers who previously attended a summer career education workshop.

The school plan will provide for students participation in:

(a) teacher provided career information and activities designed for career exploration,

(b) value clarification and/or a self awareness experience

(c) hands-on career exploration experiences.

(d) research of printed and audio-visual materials related to students intended career or career cluster,

(e) one-to-one student-worker interviews and job observations,

(f) decision-making for selecting a career goal,

(g) developing a career plan for achieving the career goal.

(h) some affirmative action for carrying out the career plan,

In order to meet the recommendations and suggestions above, the Project set aside monies to be granted to individual buildings, upon approval, for use in enhancing career education programs or projects within the building. The following format will be used in the development of the building-level mini-grants. The grant proposal:

1. Identify the specific "career project objectives" that the mini-grant will address. (A copy of the seven project objectives is available from the career education office).

2 Identify the target group and the approximate number of students in the group.

3. Briefly describe (one-half typewritten page) the proposal.

4. Describe in some detail the activities--procedures--methods that will be used and timelines for achievement.

5. Briefly describe the methods for evaluating the success in achieving the objective addressed (No. 1 above).

6. A budget showing the materials, equipment, supplies, personnel, etc., needed to accomplish the proposal.

7. Signatures of the principal and person administering the grant.

These activities will be accomplished according to the following time schedule:

July 1, 1975	Workshop materials mailed to workshop participants.
Aug. 4, 1975	Workshop begins for teachers, principals, and counselors.
Aug. 15, 1975	Mini-gratns submitted for approval
	Workshop ends, units written, and implementation and coordination programs planned.
	Board decision on mill levy election for vocational center.
Aug. 30, 1975	Additional vocational program started.
Sept. 1, 1975	Mini-grants approved
	PACE program moved to high schools
Sept. 30, 1975	Hands-on mobil unit remodeled.

Dec. 31, 1975	Each teacher, counselor, and administrator will have attended three career inservice lessons.
	40% of the students will have completed at least 4 career units or activities.
	Guidance counselor will have met with each vocational student at least once.
March 10, 1976	Vocational curriculum report and sent to Board
March 20, 1976	60% of the students will have completed at least 6 career units or activities.
March 20, 1976	Board decision on curriculum for vocational center.
March 30, 1976	Each career staff participant will have attended two career inservice lessons.
March 30, 1976	60% of the high school students will have declared occupational choice.
March 30, 1976	Each vocational student will have met at least twice with guidance counselors.
May 15, 1976	Experimental-control testing completed of grades 3,6,9, and 12.
May 15, 1976	Career Placement Committee reviewed placement of exiting students.
May 15, 1976	Each vocational student will have met at least three times with guidance counselor.
May 15, 1976	Board decisions on additional vocational programs and facilities for year 1976-77.
May 20, 1976	100% of the students 10-12 have completed PACE programs.
	90% of the teachers will have completed three inservice sessions.
	All office occupational students will have completed office simulation programs in BOP, Inc.
May 30, 1976	60% of the students will have completed 9 career units or activities.
June 10, 1976	Third Party Evaluation for third year completed.
June 30, 1975	Completion of third year of Project.

The above is the Interim Report of the second year of the three year project.

Bert W. Kaufo

Project Director

9-16-75

September 16, 1975

APPENDIX

EXHIBIT A

Project - developed

Materials

BINGHAM COUNTY DEVELOPMENTAL CAREER EDUCATION

K-12

Route 2 Box 249A
Blackfoot, Idaho

Dr. Bert W. Nixon
Project Director

Materials available in limited number without cost.

Check the materials desired and mail to above address.

"Guide for Implementing Career Education Into the Local Curriculum"

"B. O. P., Inc., Simulated Office Program"
A simulated mobile office unit (12' x 45')

"PACE Center--Programmed Activities for Career Exploration".
A 12' x 45' mobile Guidance Resource Center for Career Exploration

ACTIVITY ORIENDTED CAREER EDUCATION UNITS

These materials are units of varying lengths (a single activity to a 9-week unit) designed for integrating career education into local classroom curriculum. (Check units you desire) These units contain behavior objectives, methods and resources.

Grades K-3 Career Awareness
Goods and Services
Self Awareness

_____ The Dairy Farm
_____ Health Services
_____ People Who Protect Us
_____ People Who Provide Us Transportation
_____ People Who Provide Us Shelter
_____ People Who Provide Communication
_____ People Who Feed Us
_____ People Who Work With Tools and Machines
_____ Pople Who Work with Animals
_____ Workers in the School
_____ Workers in the Community
_____ Community Government
_____ Clothing
_____ Understanding Myself
_____ Responsibilities of the Child
_____ Me
_____ Seeds
_____
_____ Community Helpers

Grades 4-6 Career Awareness
and Self Awareness
(Clusters)

_____ Mining in Idaho
_____ Agriculture in Idaho
_____ Lumbering in Idaho
_____ Career Awareness in the Arts
_____ Career In Arts-Music & Dance
_____ Language ARts, Speech & Drama
_____ Careers in Communication
_____ Banking
_____ Dairying
_____ Commerce--Transportation
_____ Industry--Agriculture--Landowner
_____ Careers Related to Trade & Finance
_____ Electricity
_____ Health
_____ Inventions--Causes of Change
_____ Law Enforcement
_____ Work Values
_____
_____ Interest & Aptitudes
_____ Work Interests & A-ilities
_____ Work Values

Grades 7-9

Who Am I, Gr.7
Cluster Groups, Gr. 7,8
Self Awareness, Gr. 7,8
Agriculture, Gr. 7,8
Government Related Careers, Gr. 7-8
Recreation & Entertainment, Gr. 7-8
Home Living--Desserts, Gr. 7-9
Home Living--Homecrafts, Gr. 7-9
Career Orientation, Gr. 7-9
Construction, Gr. 7-9
Education, Gr. 7-9
Careers--Health & Welfare, Gr. 8
Plate Techtonics, Gr. 8
Occupations In Science, Gr. 8

Grades 7-9

Genetics and Man, Gr. 8
Horsemanship, Gr. 8-9
Where Do People Work, Gr.9
Drugs in Today's World, Gr.9
Home Ec. I, Good Unit--Restaurant Food Service, Gr. 9
Careers in Weather, Gr. 9
Products of the Lithosphere & Related Careers, Gr.9
Exploring Careers Thru Environ. Education, Gr. 9
Space Oriented Careers, Gr.9
General Personality Traits, Gr.9
Selecting Broad Fields, Gr.9
Search for Real Self, Gr.9

Grades 9-12 Exploration & Preparation

Journalism Related Careers, Gr. 9-10
English & Lang. Related Careers, 9-12
English & Lang. Related Subjects, 9-12
Mass Media Related Careers/Emphasis in Broadcasting (Radio, Tel.) 9-12
Marketing & Finance, Gr. 10-12
Meat, Gr. 10-12
Commercial Art as a Career, Gr. 10-12
Food Production & Preserva, Gr. 10-12
Bakery Products, Gr. 10-12
Postal Work, Gr. 10-12
Attitudes & Appreciateion, Gr. 10-12
Non-Verbal Communication, Gr. 11-12
Verbal Communication, Gr. 11-12
Written Communication, Gr. 11-12
Employability Skills, Gr. 11-12

Careers in Aerospace Age, Gr.11
City Parks & Recreation, Gr. 11
Career Identity, Gr. 11-12
Electricity, Gr. 11-12
Chemistry Related Careers, Gr.11-12
Carpentry, Gr. 11-12
Math Related Careers, Gr. 11-12
Math Related Careers, Gr. 11-12
Structural Carpentry, Gr. 11-12
Industrial Plastics, Gr. 11-12
Structural Carpentry Careers, 11-12
How to Learn a Job--Preparing a Manual, Gr. 12
Selecting & Applying for a Job,12
Personality & Job Success, Gr. 12
Mass Media--Advertising & Man's Needs, Gr. 12

INTEGRATED ACTIVITIES FOR CAREER EDUCATION

These are short career activities for use in integrating career education into the classroom curriculum.

K-3 Awareness

Cosmetology--Beautician & Barber
Doctor & Nurse
I Am Glad That I am Me
Pliceman
Cosmetaligist (Beautician & Barber)
A Fireman's Equipment
Take a Tool
Traffic Policeman
My Needs
Student of the Week

K-3 Awareness (Cont.)

I'm Glad I'm Me
Tools of the Trade
Career Password Game
Career Hats
Feelings
People, People, Everywhere
Family Jobs
Services and Goods
Goods and Services
Five Senses

K-3 Awareness (Cont.)

_____ Dipping Chocolates
_____ Mothers Work
_____ Tools make Work Easier
_____ School Helpers
_____ Parents' Career
_____ Workers Use Tools
_____ Self Awareness
_____ Who Am I?
_____ Careers in the News
_____ Hands of Workers
_____ All About Me
_____ The Telephone (Communications)
_____ Post Office
_____ Game Warden
_____ What I Would Do If I Ran the School
_____ Careers
_____ Who is Involved With Potato Chips
_____ Where Did Your Name Come From
_____ Career Related Word Endings
_____ What My Workers Do
_____ My Worker
_____ Workers at School
_____ Tic-Tac-Toe Occupational Spelling
_____ Workers at Eastern Idaho State Fair
_____ Occupation Day
_____ Communications (TV Weatherman)
_____ Knowing Me
_____ Game Warden
_____ Me
_____ Newspaper Unit
_____ Post Office Unit

_____ The Grocery Unit
_____ Self-Awareness Activity
_____ Seeds for Your Garden
_____ Anagrams
_____ Jobs
_____ Exploring Taxes
_____ Depending on Each Other
_____ Career for a Week
_____ What I do Best
_____ Attitudes Toward Work
_____ Piano Tuner
_____ Student of the Day
_____ Taxes & What They do for Us
_____ The Wide World of Sports
_____ Post Office & It's Employees
_____ Tools & Workers Game
_____ Puppet Dramas
_____ How Many Jobs Do I Know?
_____ Workers in our School
_____ Newspaper
_____ My Choice: Me
_____ A Language Barrier
_____ Distant Places
_____ Professional Workers
_____ Good Feelings
_____ Community Citizenship
_____ I See Me, Gr. K-4

Grades 4-6

_____ Creative Writing
_____ Career Visit
_____ Occupation Auction
_____ Personality & Work
_____ Career DAy
_____ Career ARt
_____ Clustering Activity
_____ Matching Tools to Career
_____ Self Development: Hobby Analysis
_____ Attitude Placement
_____ Ranching
_____ Searching Me
_____ Veterinarian
_____ Job Interviews
_____ Self Awareness
_____ Letters of Application
_____ A Class Safety Engineer
_____ Work of Appraisors
_____ School Custodian

_____ Jobs Can be Created
_____ Career Bingo
_____ Alphabetizing Careers in Service
_____ Production of Fruits & Vegetables
_____ Feelings of Prejudice
_____ Jobs in our Community
_____ Forest Ranger
_____ Dental Health
_____ Getting to Know You
_____ Cereal Industry Workers
_____ Carpentry
_____ Bricklayers
_____ I Want to Be...
_____ Classroom Post Office
_____ Cattle Industry
_____ Character Development
_____ Careers Today & Yesterday
_____ Nursing Career
_____ Conservation/Nat. Resources/Worker

Grades 4-6 Awareness (Cont.)

_____ Forms of Government Influence Work
_____ Carpentry
_____ That's For Me
_____ Competition
_____ My Autobiography
_____ Doint the Job Better
_____ Clustering Careers
_____ Field Trip to School Kitchen
_____ Hybridizing For Pleasurable Environ.
_____ R[illegible]
_____ Job Interview (English Class)
_____ Career Survey
_____ Recreation Workers
_____ Newspaper Workers
_____ How Do I Rate?
_____ Language Arts Do You Know?
_____ Art--Flower Arrangement
_____ Lang. Arts--Voice Training
_____ Air Line Employees
_____ Getting to Know You
_____ Self Awareness
_____ Birds of Prey & Falconry
_____ Cattle Feeding
_____ Cement Working
_____ Carpentry in Building Our Commun[illegible]
_____ Farming as a Career
_____ Creative Writing
_____ Career Person of the Week
_____ Television
_____ Telephones
_____ Pottery Making
_____ Law Enforcement
_____ Interviews--Role Playing
_____ Television
_____ Career Quiz Game
_____ Mass Produc. of Puppets & Role Pl[illegible]
_____ Local Mock Government
_____ Construction Cluster
_____ Identity Auction
_____ Working in Tourism
_____ Fine Arts as a Career
_____ Gove. Jobs in U.S. & Canada
_____ Fish & Game
_____ My Personal Appearance
_____ Job Application
_____ Careers in Fashion

Grades 7-12

_____ Job Types are Affected by Commun,Gr.7
_____ Overpopulation & Problems Gr. 7
_____ Exploring Pollution in Community Gr.7
_____ Finding Our Way, Gr.7
_____ Careers in Electronics Technology Gr.7
_____ Cartography, Gr.7
_____ Careers in Architecture, Gr. 7
_____ Orientation of Schoo, Gr. 7
_____ What Does a Librarian Do?, Gr.7
_____ Working with Basic Electricity, Gr. 7,8
_____ Your Friends and You, Gr. 7-8
_____ Giving & Receiving Directions, Gr. 7,8
_____ Pre & Post TEst, Gr. 7,8,
_____ Learning to Read Fractions of Inch, 7,8
_____ Poetry Writing, Gr. 7,8
_____ Softball, Gr. 7,8
_____ Working in World of Metals, Gr. 7,8
_____ Working with Power Engines, Gr. 7,8
_____ Working with Graphic Arts, Gr. 7,8
_____ Introduction to Knitting, Gr. 7,8
_____ Using the Claw Hammer, Gr. 7,8
_____ Casting with Urethane Plastic, Gr. 7,8
_____ Types of Nails Used by Woodworkers, 7,8
_____ Using "Co-Ed" in Job Aware., Gr. 7-9
_____ What Type of Math for Me?, 7-9
_____ How Much Math?, Gr. 7,8
_____ A Math Program for Me,Gr.7,8
_____ The World of Work, Gr. 7,8
_____ Math and Me, Gr. 7,8
_____ Is Understanding of Basic Math Necessary?, Gr. 7-8
_____ Home Crafts, Gr. 7-9
_____ Basketball, Gr. 7-9
_____ Snowmobining Safety, Gr. 7-9
_____ Party Planners, Gr. 7-9
_____ What Does Florist Do?, Gr. 7-9
_____ My Spec, Abilities in Rel to a Career, 7-9
_____ City Government, Gr. 7-12
_____ Photography, Gr. 7-12
_____ What's My Line?, Gr. 8
_____ Connotative Meanings, Gr. 8
_____ Safety in All things, Gr.8
_____ Food and You, Gr. 8
_____ Hospital Helpers, Gr. 8
_____ Jobs for Health's Sake, Gr.8
_____ Letter Writing, Gr.8
_____ Classified Advertising, Gr.8
_____ Careers for Good Writers, Gr.8
_____ How to Use a Sociogram, Gr.8
_____ Government Jobs, Gr.8
_____ Machinist, Gr. 8

Career Field Exploration & Preparation

_____ Cashier, Gr. 8
_____ Spending, Gr. 8
_____ Self Evaluation, Gr.8
_____ Looking at Self, Gr.8
_____ Hobbies, Gr. 8
_____ Career Exploration, Gr. 8
_____ Home Furninghsings, Gr. 8,9
_____ Child Care, Gr. 8,9
_____ Photography Field Trip, Gr. 8,9
_____ Golfing, Gr. 8,9
_____ Character Qualities, Gr. 8,9
_____ The American Road, Gr. 8,9
_____ Food or Famine, Gr. 8,9
_____ Unseen Enemies, Gr. 8,9
_____ Library Assistant, Gr. 8,9
_____ Lib, Student Service, Gr. 8,9
_____ Dressing Yourself & Others, Gr. 8,9
_____ Career Pantomines, Gr.9
_____ Speech to Inform, Gr.9
_____ Literature: Character Analysis, Gr.9
_____ Long Term Writing Unit, Gr.9
_____ We all Have to Budget, Gr.9
_____ Seeing How Algebra is Used in Bus. Gr.9
_____ Mechanics, Gr.9
_____ Agricultural Supplies, Gr.9
_____ Agriculture, Gr.9
_____ Governmental Services, Gr.9
_____ Jobs That Use Math Today, Gr.9
_____ Understand Use of Algebra, Gr.9
_____ Interview--Source of Information, Gr.9-12
_____ Shopping in French, Gr. 9-12
_____ Cooking Crepes, Gr. 9-12
_____ Gov. Careers in Spanish, Gr. 9-12
_____ Puppetry, Gr. 9-12
_____ Assignment: Tourist, Gr. 9-12
_____ Jobs Using Spanish, Gr. 9-12
_____ Spanish in Farming, Gr. 9-12
_____ Aware of Other Cultures, Gr. 9-12
_____ Demonstration Speech on Hobby, Gr. 10
_____ Comparative Paper, Gr. 10
_____ Informative Essay, Gr. 10
_____ Etiquette & Table Set. Gr. 10
_____ Becoming an Adult, Gr. 10-12
_____ Cooking for a Crowd, Gr. 10-12
_____ Improving Personal Appear.10-12
_____ Work & Success, Gr. 10-12
_____ Manuscript Typing--Choose a Vocation, Gr. 10-12
_____ Type Letter of Applica. 10-12
_____ Buying a Car, Gr. 10-12
_____ Figuring Income Taxes, 10-12
_____ Knowing Yourself, Gr. 10-12
_____ Occ. Improvization-Theater Games, Gr. 10-12
_____ Pantomime, Gr. 10-12
_____ Debate on Career Ed. 10-12
_____ Student's Att. about Work,10-12
_____ Denotation & Connotation, 10-12
_____ Knowing Myself, Gr. 10-12
_____ Art & Advertising, Gr. 10-12
_____ Art as Your Career, Gr. 10-12
_____ Reservation & Your Career Needs Gr. 10-12
_____ Direction, Gr. 10-12
_____ Cultural Exchanges & prej.11-12
_____ Value Clarification, Gr. 11
_____ Job Exploration, Gr. 11
_____ Written Communication Gr. 11
_____ Researching a Career, Gr. 11
_____ Lang. Skills on the Job, 11
_____ Expl. Personal Values thru Novels, Gr. 11
_____ Work with Mental Illness, 11-12
_____ Social Services, Gr. 11-12
_____ Time and Change, Gr. 11-12
_____ Our community and its Work,11-12
_____ Who Am I? What You think of Me, 11-12
_____ Foreign Relations, Gr. 11-12
_____ State Courts, Gr. 11-12
_____ Interaction of Man with Man, 12
_____ Character Examination, Gr. 12

Special Achievement

_____ Mathematics,
_____ Job Awareness
_____ Job Clusters
_____ Letters of Application

EXHIBIT B

P A C E Questionnaire

P A C E Questionnaire

Name _____ Grade _____ Date_____

Instructions. For the questions below choose the best answer and circle the number of that answer in the column to the left.

1 2 3 4 1. How do you feel about the amount of time that you spend in PACE Center? (1) More time was needed (2) About the right amount of time was provided (3) Had too much time (4) I don't know.

1 2 2. Would you like to have an opportunity to use the PACE Center again? (1) Yes (2) No

1 2 3 4 3. How do you feel about the helpfulness of the PACE Center? (1) Very helpful (2) Helpful (3) Somewhat helpful (4) Not helpful.

1 2 4. Have you ever been given the opportunity to do activities similar to those which you did in the PACE Center? (1) Yes (2) No

If yes, in what grade? _____

In which activities did you particpate while in the PACE Center? (Check all that apply)

_____ looked at filmstrips on several occupations.

_____ looked through a school or college catalog.

_____ read one or more pamphlets on job(s) I was interested in.

_____ took notes on job(s) I was interested in.

_____ listened to tape(s) on occupations.

_____ read information in reference books on jobs or work skills.

_____ looked at filmstrips about college, vocational-technical school or job training programs.

_____ looked at filmstrips on how to get a job.

_____ talked to the teacher about job opportunities, schools, or career fields.

What suggestions do you have for improving the PACE Center?

_____

_____

_____